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ABSTRACT

This study was conducted to describe and to analyze how employers respond to information presented to them on application forms and in interviews when they make hiring decisions for entry-level jobs. The approach of the study was to observe the responses of 56 employers in the Columbus, Ohio, area to simulated hiring settings concerning youthful applicants (aged 16-25) who were seeking full-time jobs in clerical, retail, or machine trade positions. The simulations, which took place at the National Center for Research in Vocational Education, required employers to rate a number of applicants first from job applications, and then from several videotaped interviews of the job candidates. In the application screening process, the employers rated work experience, relevant vocational education courses, vocational skills, good grades, and a neatly completed application form as highest factors in leading them to consider applicants further. The results of the interview ratings show that employers especially liked in the applicants a conservative business appearance, good work attitudes, correct language and grammar skills, good expressive skills, and self-confidence. The study concluded with numerous recommendations for youth and/or youth guidance counselors, employers, and school administrators. (This executive summary condenses the data obtained in the employer seminars, but contains employer comments, scripts of the interviews, and copies of the job applications, along with descriptions of how they were rated.) (KC)

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HIRING DECISIONS: EXECUTIVE SUMMARY

An Analysis of Columbus Employer Assessments of Youthful Job Applicants

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Prepared for

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Washington, DC 20202

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FOREWORD

The outcome of the hiring process is uncertain for both job applicants and employers. Employers are faced with selecting an individual from a pool of candidates about whom they have incomplete information. Collecting additional information is costly and the most important variable--how the individual will perform on the the job--can never be known with certainty. Similarly, for job applicants, there is considerable uncertainty about potential employers and how a particular job would influence the applicant's career. This study attempts to analyze the explicit and implicit behavior of firms and of youthful job applicants during the hiring process both in assessment of applications and interviews.

The study addresses questions such as the following: (1) What is the relative importance of the attributes (signals) that appear in a typical job application? (2) How valuable in the hiring process are one or two years of postsecondary education versus a high school diploma? (3) Of what value, in terms of being hired, is a vocational education major versus a work experience program versus a cooperative education program? (4) How valuable is part-time work experience in high school versus no work experience? (5) Do employers value eligibility for subsidies such as Target Jobs Tax Credit as the make hiring decisions?

This report presents analyses of data collected in a number of seminars in which Columbus-area employers came to the National Center and reviewed simulated applications and job interviews. The research would not have been possible without the cooperation and assistance of the fifty-six employers who attended these seminars. We greatly appreciate the time and the insights that these very busy men and women contributed.

Appreciation is also extended to Jack Barron, Robert Crain, John Gardner, and Michael Crowe for their reviews of this report.

Thanks are also due to Cathy Jones for her expert typing and preparation of the report and to Cheryl Lowry and Ruth Morley for editorial assistance.

This executive summary is a nontechnical summary of a technical report with the same title.

Robert E. Taylor
Executive Director
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in Vocational Education

1. PURPOSE AND METHODOLOGY

Analysts typically use earnings or income as the appropriate outcome measure when they evaluate the benefit to an individual of vocational training or of staying in school. Other obvious outcomes are the nonpecuniary benefits of a job, such as employment security, working conditions, and occupational prestige. The labor market is the mechanism that allocates individuals with particular skills to jobs with particular pecuniary and nonpecuniary characteristics. Looking out for their self-interest, job seekers try to maximize their earnings, employment security, working conditions, and other nonpecuniary benefits. Looking out for their self-interest, employers try to find the most productive workers. But the labor market is not a black box that operates arbitrarily. It is the systematic decision-making process of millions of employers and job seekers. Once decisions have been made, the earnings and other outcomes follow. Thus, the argument can be made that another, (perhaps more accurate) outcome measure of training or schooling processes is the success or failure of the individual's job search process.

Employability development involves making decisions about investments of time or resources. This process includes those activities individuals undertake to affect their career or occupational choice or to enhance their chances of gaining work in the occupation of their preference. For example, youth could hold part-time jobs while in school, which means less time devoted to academic achievement or extracurricular activities. They could decide to attend a vocational program in a junior or community college after graduation from high school or to enter the labor market directly. The implications of these sorts of decisions on future earnings are important, but the effect of these investments on the probability of getting a job are perhaps more important. For example, the returns to intensive athletic participation while a youth are no doubt extremely high for those who become professional athletes, but the probability of that payoff is slight for any given individual.

Despite its seeming importance, relatively little study has been undertaken of the effects of personal characteristics, basic or vocational skill levels, and job experience on the probability of getting a job. The purpose of this study was to describe and to analyze how employers respond to information presented to them on application forms and in interviews when they make hiring decisions for entry-level jobs. Entry-level jobs are defined here to be positions that do not require a bachelor's degree. The approach of the study was to observe employer responses in simulated hiring settings. Personnel from a number of firms in the Columbus, Ohio area participated in these simulations, which took place at the National Center for Research in Vocational Education during November and December 1982.

Although actual hiring processes involve many actors in a firm (e.g., receptionists, personnel office staff, line supervisors), the primary respondents in the study were personnel administrators. Furthermore, the focus of

the study was upon their reactions to youthful applicants (aged sixteen to twenty-five) who were seeking full-time jobs in retail, machine trades, or clerical positions. Employers' perceptions of employability change upon personal contact with a job seeker, so the simulation process required the respondents first to rate applicants from information supplied in job applications and then to rate them again on the basis of additional information obtained from viewing a videotaped interview.

The empirical analyses of the data collected during the simulation of hiring activities measure the relative weight that employers place on various jobseeker attributes when making applicant assessments as well as the relative weight of the influence of employers and firm characteristics on those assessments as well. For almost all the jobseeker attributes studied, there were strong prior expectations about the direction of the relationship between jobseeker attribute and employer assessment. For example, employers were presumed to prefer applicants with previous relevant work experience to those whose work experience had no relevance to the job. It was also anticipated that applicants with friends or relatives in the same company were likely to be viewed more positively than those youth who die not have contacts within the firm.

The emphasis of the quantitative analyses, therefore, was not on further substantiation of the existence of or direction (sign) of relationships but rather on the relative magnitudes of the effects. For instance, by how much is an applicant with two years of relevant, postsecondary vocational training but no job experience rated higher or lower than another applicant with two years of relevant job experience but no postsecondary training? The approach was to estimate, with multivariate regression, the structure and relative magnitudes of the function that employers use implicitly in rating job applicants. The rating of the job applicant was modeled as dependent on the applicants' personal attributes as provided on the application form and on the characteristics of the employers performing the rating exercise. The regressions yielded parameter estimates that indicate the effects of the (systematically) manipulated attributes, such as work history, type of high school program, and vocational skills, on the rating of the applicants. Analyses of the ratings made after viewing videotaped interviews explain how various dimensions of interview performance change the employer's prior evaluation of the applicant.

In addition to the quantitative data collected during the sessions, employers were provided with the opportunity to "tell their stories" about hiring youth and employability development within schools. These discussions offered employers a chance to share their perceptions about the quality of job applicants and new hires and how the latter perform on the job. For example, when selecting employees because of certain school or work experience, what qualities of the jobseekers did the employers believe they were avoiding that relate to unacceptable performance on the job or high turnover rates? What aspects of the their performance on the job influence the applicants' probability of being promoted, laid off, or fired? What problems seem to have led these applicants to decide to resign? These qualitative data provide a corroborative source of information to the empirical analysis about employers' thought and reasoning processes when hiring youthful workers.

2. DESCRIPTION OF THE EMPLOYER SAMPLE AND THEIR COMPANIES

The data collected and their subsequent analysis are intricately dependent on the sample of employers who attended the seminars. This section of the executive summary presents descriptive statistics derived from the considerable amount of data provided by the respondents about themselves and their firms.

2.1 Employer and Firm Characteristics

The first set of data to be described are the characteristics of the respondents and the firms which they represented. Because the occupations being studied were limited to clerical, retail, and machine trades, the sample of employers invited to participate in the data collection was judgementally screened by industry. Respondents from firms in the durable manufacturing sector reviewed machine trades applicants; respondents from establishments classified in the wholesale and retail trade sectors reviewed applicants for the retail job; and respondents from finance, insurance, educational, and other service companies rated the clerical position applicants.

Few of the respondents' companies were unionized. Only four firms out of the fifty-six participating had any nonsupervisory workers covered by collective bargaining, and one of these responded that the percentage was only 10 percent. There was wide diversity in the size of the establishments from those reporting 10-19 employees to those reporting more than 500 employees. The median size class was 100-199 full- and part-time employees. Approximately half of the employers reported fewer than ten part-time employees. Surprisingly, ten of the remaining twenty-eight employers reported 500 or more part-time employees.

The median percentage of full or part-time employees at the respondents' firms under the age of twenty-five was 25 percent. In an attempt to gauge the extent to which internal labor markets were existent among the firms, the respondents were asked how many foremen or supervisors were first hired by the establishment in an unskilled or semiskilled entry-level position. The median response to this question was 30 percent.

There was substantial enough variation in the characteristics of the individuals who attended the sessions to allow statistical analyses. Males constituted 54 percent of the sample. Blacks comprised 9 percent. Thirty-five percent of the employers were younger than age thirty-five, 29 percent were thirty-five to forty-four years old, 19 percent were forty-five to fifty-four, and the remaining 17 percent were fifty-five year old or older. Educational levels were quite high as compared with the general population, with about 80 percent responding that they had four or more years of college or training beyond high school. The individuals had a median of five years' experience at participating in the hiring decisions of their current establishments and a median of ten years' experience at reviewing employment applications for any company.

In terms of position within their companies, twenty-two of fifty-two individuals (42 percent) reported they were managers or staff members of a personnel department. Forty-two out of fifty-two (81 percent) reported they were authorized to hire or that they shared that authority with others. A somewhat smaller percentage (69 percent) reported having their own or shared authority to fire individuals.

2.2 Firms' Hiring Processes

The employers were asked to report what methods are used to attract applicants when their companies have an opening in an unskilled or semiskilled job. Of fifty-four responses to this question, six employers (11 percent) indicated that they did not solicit applicants because they had enough unsolicited applicants. The remaining forty-eight responses can be rank ordered as follows (employers could report more than one method):

Rank	Method	Number of Responses	Percent
1	Advertise in media	43	90
2	Announce to current employees	36	75
3	Ask for referrals from schools or vocational education institutions	33	69
4	Ask for referrals from the state employment service	25	52
5	Display "help wanted" sign	12	25
5	Make other efforts	12	25
6	Ask for referrals from an employment agency	5	10
7	Ask for referrals from union	0	0

The way companies respond to telephone inquiries about employment, how often persons are allowed to complete an application, what percentage of applicants are interviewed, and whether reference checks with former employers are made are all important aspects of a company's hiring process. For many companies, these policies differ, depending on whether there is or isn't an opening. A majority of employers encouraged telephone callers to come in and fill out an application when there is an opening in the firm. A total of 62 percent of the respondents to these questions indicated that they unconditionally encouraged callers to come in when there is an opening, while an additional 30 percent encouraged callers to come in only if they have skills. When there is no specific vacancy, the employers are somewhat less encouraging. Only 44 percent unconditionally invite callers to apply and 26 percent invite skilled persons to apply; on the other hand, 28 percent of the employers said they generally discourage callers when there is no opening.

Employers exhibited similar behavior in their policies for taking applications from individuals who come to their establishment without a referral. When there is a vacancy, 91 percent of the respondents to this question indicated that they give applications to 95-100 percent of the walk-ins, and only

2 percent reported giving 0-5 percent of walk-ins an application. But when there is no specific opening, 21 percent of the employers said they do not give out applications to walk-ins (i.e., give them to 0-5 percent) and only 68 percent of the employers give out applications to 95-100 percent of the walk-ins.

When there is no specific opening, seventeen employers (36.5 percent) indicated that they "screened" individuals who come to their establishment without a referral in order to decide whether to give out applications. Their reasons for not allowing persons to fill out an application were as follows:

Reasons for not accepting applications from all walk-ins:	Number	Percent of respondents that "screen" individuals (n = 17)
1. Application not accepted, when no opening	7	41
2. Walk-ins screened on education	8	47
3. Walk-ins screened on job training	7	41
4. Walk-ins screened on experience	7	41
5. Walk-ins screened on speaking and language ability	4	24
6. Walk-ins screened on age	4	24
7. Walk-ins screened on general appearance	4	24
8. Walk-ins screened on other reasons	1	6

The responses total more than seventeen because reasons 2 through 8 could have been marked more than once.

The percentages of unreferred persons who file applications and who are also interviewed immediately vary considerably, depending on whether there is or is not an opening at the employers' companies. These percentages may be summarized as follows:

Percentage of applicants interviewed when there is an opening:	Number of Respondents	Percent of Respondents	Percentage interviewed when no specific opening:	Number of Respondents	Percent of Respondents
95-100%	13	26	95-100%	6	12
76-94%	10	20	76-94%	2	4
51-75%	5	10	51-75%	3	6
26-50%	9	18	26-50%	4	8
6-25%	10	20	6-25%	12	24
0-5%	3	6	0-5%	23	46

The respondents reported a fairly high number of interviews per hire. The median response to the question "on average, how many people are interviewed to fill an opening?" was 8. The responses ranged from three people to forty people.

Employers may engage in one of several different hiring strategies and the strategy choice may even depend upon the job to be filled. Employers were asked to characterize their companies' selection process. Forty-two percent of the respondents indicated that they set a target number of interviews and then selected the best applicant. For these respondents, the median target number of interviews was five. When asked what percent of the time the number of interviews had to be increased past the target number, the median response was 10 percent of the time. Twenty-six percent of the employers responded that they set a target date and selected the best person interviewed prior to that date. The median response concerning the length of the interview period was four days and 10 percent was the median response to a question about what percent of the time selections were made after the target date.

Thirty percent of the employers described their hiring process as one of setting a fixed minimum standard and offering the job to the first person exceeding the standard. These respondents indicated that they lowered the minimum standard a median of 5 percent of the time. The remaining 2 percent of the employers indicated that their process was one of setting a high minimum standard at first but lowering it as time progressed.

Checking references can be a very useful and cost-efficient practice for employers to reduce the probability of making an error in hiring. The sample of employers voiced their opinions that it is becoming more and more difficult to get reliable information on applicants through reference checks because of legal developments and protection of privacy concerns. But despite this trend, 81 percent of the respondents reported contacting previous employers concerning at least some applicants. Forty percent of these same employers contacted previous employers 95 to 100 percent of the time.

Data were collected on the frequency of the type of information obtained when previous employers were contacted. According to these data, it appears as though the major purpose of employer contacts is for verification of previous employment. Of least interest is verification of previous wage rates. The precise data that were collected are as follows:

Type of Information Sought from Applicants' Previous Employers	Number of Employers Who Sought this Information and How Frequently			
	Always	Frequently	Infrequently	Never
Verify applicant did work there	41	3	3	1
Verify type of work applicant performed	33	9	2	2
Verify applicant's wage	8	10	14	9
Verify reasons applicant left	29	8	8	4
Information on absenteeism	24	10	10	4
Performance on the job	28	11	6	5

2.3 The Application and Interview Evaluation Process

The process of evaluating applications and interviews involves searching for the key signals of employability. In some cases, the signals are explicit on the application form or in answers to questions at the interview (e.g., grade point average, typing speed, etc.). In other cases, the signals are inferred from other information (e.g., eligibility for a Targeted Job Tax Credit, location of high school, etc.). The employers were presented with twenty-five items that they might use to screen applicants. They were asked to indicate all items that were important in narrowing the the applicant pool and to rank order the three items which were most critical in making the final decision among applicants. Table 1 presents the items as rank ordered by how often the respondents selected each item as important. Table 1 also presents the items as rank ordered by the respondents' assessment of their criticalness. The rank ordering for criticalness reflects a weighting system by which an item was assigned a score of 15 each time a respondent judged it most critical, a score of 10 each time a respondent judged it next most critical, and a score of 5 each time a respondent judged the item third most critical. Each item's scoring index on table 1 is the total of the item's assigned scores.

The rankings for importance and criticalness are highly correlated, as can be seen in the table. A Kendall tau coefficient of .684 was calculated for the two rankings.* The construction of the index for the critical items was somewhat arbitrary, but what is indicated clearly is that specific vocational skills (in most cases, typing speed) and kinds of duties performed in previous jobs are key signals for persons reviewing applications and deciding whom to interview.

Among the other items reviewed by the employers, good spelling on and appearance of the application form were both ranked high but were somewhat higher on the importance list than on the list of critical determinants. Employed or unemployed status at the time of application also ranked higher on the importance list than on the critical list, but it was less important than either spelling or appearance of the application form--mentioned only 29 percent of the time as an item that is important in narrowing applicant pools as opposed to 83 percent and 77 percent for spelling and appearance of the application form.

Recommendations from past employers was an item that ranked higher on the list of critical items for choosing an applicant than on the list of important items for narrowing the applicants pool. That item was noted in 69 percent of the responses as important for narrowing the applicant pool, placing the item ninth in the rank ordering. The item was ranked fourth on the list of critical items. Two other items that were ranked higher on the critical list than the importance list were bondability and driver's license. This indicates that at times, these two items may serve as tie-breakers among the final list of applicants. The employers reported that eligibility for a tax credit was never important in narrowing the applicant pool or in making final interviewing decisions.

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*See William Hays, Statistics for Psychologists (New York: Holt Rinehart and Winston, 1965): 647-655.

TABLE 1

RANK ORDERING OF ITEMS IMPORTANT AND CRITICAL IN SCREENING APPLICATIONS IN DECISIONS OF WHOM TO INTERVIEW

Rank Order of Items Important in Narrowing Applicant Pool	Percentage Response	Rank Order of Items Critical in Final Decision	Scoring Index
1. Reasons for leaving previous jobs	97	1. Specific vocational skills	260
2. Kinds of duties performed in previous jobs	89	2. Kinds of duties performed in previous jobs	170
3. Specific vocational skills	86	3. Reasons for leaving jobs	110
3. Kinds of jobs held	86	Kinds of jobs held	110
5. Good spelling on application form	83	5. Recommendations from past employers	90
6. Accuracy of application information	80	6. Educational level (e.g., high school diploma)	85
7. Appearance of application form	77	7. Number of jobs held	70
8. Education level (e.g., high school diploma)	74	8. Accuracy of application information	60
8. Number of jobs held	74	9. Vocational training	50
10. Gaps in employment	71	9. Gaps in employment	50
11. Recommendations from past employers	69	9. Good spelling on application	50
12. Criminal record	54	12. Criminal record	45
13. Vocational training received in school	51	13. Bondability	40
14. School grades	49	14. Appearance of application form	40
15. Applicant's age	37	15. Driver's license	25
16. Employed or unemployed status at time of application	29	15. Applicant's age	25
17. Vocational training received in CETA	26	15. School grades	25
17. Reputation of past employers	26	15. Vocational training received in CETA	25
19. Bondability	23	19. Friend(s) working at firm	20
20. Reputation of schools attended	20	20. Reputation of schools attended	15
20. Friend(s) working at firm	20	21. Reputation of past employers	15
22. Driver's license	17	22. Location of school attended	10
23. Recommendation from personal friends	14	23. Employed or unemployed status at time of application	10
24. Location of schools attended	9	24. Recommendations from personal friends	5
25. Qualifies for TJTC	0	25. Qualifies for TJTC	0

The employers were also presented with a list of nineteen items that may influence their evaluations of applicants during a job interview. Table 2 presents the items as rank ordered by how often the respondents selected each item as important in reaching the employers' assessments of the interviews. Table 2 also presents the items as ranked ordered by the respondents' judgments of their criticalness in assessing an interview. Again there was considerable agreement between the two lists. Kendall's tau statistic was calculated to be .607. General appearance (grooming) and attitude ranked first or second on both lists, but the latter was by far and away the most critical item in assessing interviews. Sixty percent of the respondents rated attitude as the most critical item in assessing an interview. This rating is corroborated in the qualitative data presented in a later section of this report.

Punctuality for the interview, number of questions about the job, and eye contact are all items that employers indicated were important in assessing interviews but were rated lower in the ranking of critical assessment items. Nervousness was not ranked highly on either list, although eye contact and nonverbal behavior were. Interestingly, independence did not show up as a desirable item. It was mentioned to be an important item in 40 percent of the responses (ranked sixteenth out of nineteen) and was the lowest-ranked item in the list of items critical in assessing interviews.

The rankings in tables 1 and 2 indicate that employers seeking to fill jobs closely akin to those used in this study want neat, accurate applications that highlight vocational skills and duties held in previous jobs. They want well-groomed interviewees with a "good attitude"--team players. School grades, having friends at the firm, qualification for TJTC, and an applicant's age are relatively less important characteristics on the application form. In the interview, nervousness seems to be overlooked and an independent attitude is not desirable.

2.4 Training

During the seminars, data were also collected about the training process of typical new employees holding jobs similar to the one described for the application rating. Training was classified into four types—reading manuals or watching others, formal training, informal training by management or supervisors, and informal training by co-workers. Furthermore, information was collected on hours spent in each of these types of training for the period of the first month of employment and for the next eleven months. According to the employers, approximately half of the training occurs in each of these two periods. The median level of training reported by the respondents was 97 hours during the first month of employment and 100 hours during the next eleven months.

An interesting pattern of hours spent in training during the first month and during the next eleven months was indicated across the three job types. The employers of clerical workers reported the highest levels of training during the first month (a median of 105 hours) but the lowest level during the

TABLE 2

RANK ORDERING OF ITEMS THAT INFLUENCE EVALUATION OF APPLICANTS DURING AN INTERVIEW

Items That Are Important in Assessment of Interviews	Percentage Reporting	Items That Are Critical in Assessment of Interviews	Scoring
1. General appearance (grooming)	97	1. Attitude	335
2. Attitude	94	2. General appearance (grooming)	190
3. Punctuality for interview appointment	89	3. Grammar or language	100
3. Personality	89	3. Maturity	100
3. Maturity	89	5. Nonverbal behavior	60
6. Grammar or language	86	6. Speaking ability	55
7. Nonverbal behavior	71	6. Discussion of education not shown on on application	55
8. Number of questions about job	69	6. Personality	55
8. Eye contact	69	9. Punctuality for interview appointment	50
10. Dress	66	9. Poise	50
10. Speaking ability	66	11. Number of questions about job	45
10. Poise	66	12. Dress	40
13. Discussion of education not shown on application	63	12. Eye contact during interview	40
14. Number of questions about company	49	14. Number of questions about company	25
15. Discussion of other achievements not shown on application	43	15. Discussion of other achievements not shown on application	20
16. Reaction to wage offer	40	15. Sensitivity	20
16. Independence	40	15. Independence	20
18. Nervousness	34	18. Nervousness	15
19. Sensitivity	31	18. Reaction to wage offer	15

next eleven months--90 hours. Machine trades workers had just the opposite training experience according to employers. They were reported to have relatively low levels of training in the first month (a median of 62 hours) but much higher levels during the next eleven months a median of 410 hours.

For new hires in all these jobs, the largest share of training time was spent in reading manuals and watching others do the job rather than in doing it themselves. These are activities that consume the trainee's time but do not reduce the productivity of other workers. During the first month of employment, a median of 40 hours was spent in such activities by the typical new employee; a median of 40 additional hours were spent in the next eleven months. The corresponding statistics for the first month for formal training, informal training by management or supervisors, and individualized training or supervision by co-workers are 14 hours, 15 hours, and 20 hours respectively.

In an attempt to measure whether the training given to new employees in these jobs was general in nature or specific to the firm, the employers were asked how many skills were useful outside their company, and, focusing on those skills, how many other companies in their local labor market have jobs requiring those skills. The frequencies of the responses were as follows:

Skills learned that are useful outside company:		Number	Percent	No. of companies in area having jobs requiring general skill:	Number	Percent
All	95-100%	18	37	Less than 5	1	2
Most	61-94%	28	50	5-15	2	4
Half	40-60%	7	12	10-100	22	38
Some	6-39%	2	4	100+	31	55
Minimal	0-5%	1	2			

These frequencies indicate that most of the training that respondents reported was general in nature and that there was a large market for these skills. Such a situation suggest that wages would be relatively low as individuals bear part of the cost of training. Indeed, the median starting hourly wage for the jobs was $4.00 per hour, just $0.65 above minimum wage.

3. EMPLOYABILITY RATINGS FROM THE SCREENING OF APPLICATIONS

3.1 Introduction

Employers can never know with certainty how productive an employee will be, so the hiring process involves obtaining information from job seekers that employers believe to be highly (positively or negatively) correlated with productivity. One source of such information is the job application form. The employers in the sample attended project sessions in which they were presented with approximately three dozen application forms to rate for employability on a scale tied to their firm's hiring standards. Analyses of these data were based on the assumption that applicant raters behave as if they screen application forms, derive a numerical index (which is a weighted function of the applicant's characteristics), compare the index to a reservation index, and offer an interview to individuals with a screening index that exceeds the reservation index.

The study attempted to estimate the model underlying the summary of information into the screening index. Each respondent was presented with several applications and asked to rate the applicants on a scale of 0 to 200. We call this rating a hiring priority index. To attempt to standardize the ratings to the firm's hiring standards, the following directions were given:

> For a job similar to the one described above, assume:
>
> - 50 points represents the worst applicant you ever hired (as perceived at the time of hiring NOT what the new hire's performance actually turned out to be)
>
> -100 points represents the average applicant you hired
>
> -150 points represents the best applicant you ever hired (as perceived at the time of hiring NOT what the new hire's performance actually turned out to be)

The index was not intended in any way to measure an applicant's absolute employability, but it is a relative measure to be used to compare more than one applicant for the same job.

Two job descriptions were developed for each of the three occupations: clerical, retail, and machine trades. Correspondingly, the applicants varied systematically with the job description. Table 3 displays the job descriptions used for each type of job application. Group #1 represents job descriptions that involved more responsibility than their Group #2 counterparts. As indicated, the applicants for Group #1 tended to be older and to have more education. All applicants were assumed to be black, to control for racial effects in the rating.

TABLE 3

JOB DESCRIPTIONS EMPLOYERS USED WHEN RATING DIFFERENT TYPES OF JOB APPLICATIONS

Type and Number of Applications Grouped Together for Rating		Job Descriptions for Each Occupation					
		Clerical		Retail		Machine Trades	
Type	Number	% of Time Required on Job	Job Tasks	% of Time Required on Job	Job Tasks	% of Time Required on Job	Job Tasks
Group #1							
• 20-year-old--2 years postsecondary	6	75	Types letters, reports, charts	75	Advises (sells) customers on products; features	75	Operates a basic machine tool
• 20-year-old--1 year postsecondary plus one year work	6	25	Maintains files for records, invoices correspondence	25	Prepares sales slips, uses cash register, and keeps records of sold merchandise	25	Uses micrometers, gauges, etc. to check completed work
• 18-year-old--High School Graduate	5						
Group #2							
• 18-year-old--High School Dropout	11	25	Delivers mail and messages	25	Shows products to customers	25	Assists skilled operator
• 18-year-old--High School Graduate	5	25	Types invoices and letters	25	Prepares sales slips and uses cash register	25	Feeds parts into automatic machine
		25	Answers phone			25	Removes parts from machine and places on conveyer for next operation
		25	Copies material	25	Stocks counters and shelves		
				25	Packs and unpacks items		
						25	Loads and unloads materials and cleans around work area

Note: Applications in Group 2 Were Hand Written

Not all applications were seen by all employers. A total of fifty-six employers participated, and each rated about thirty-five applicants, so the total sample size for the statistical analyses was approximately 1,960 (actual n = 1,911). All applications were rated by more than one employer. In all, there were 156 different applications reviewed by employers, implying that each was rated an average of twelve times.

The characteristics of the applicants that were varied included the following:

- High school attended
- High school grade average
- High school major/program
- High school diploma
- Postsecondary school attended
- Postsecondary grade average
- Postsecondary major/program
- Postsecondary diploma/degree
- Number of previous jobs and spells of unemployment
- Type of previous employer
- Position at previous firm
- Reason for leaving prior jobs
- Employment status at time of completing application
- Friend(s) at firm
- Eligibility for TJTC
- Appearance of application
- Spelling errors
- Typing speed (clerical/retail applicants)
- Numbers of machines operated (machine trade applicants)

With two job descriptions and three occupations, the universe of job applicants in this study could be partitioned as follows:

		Occupations		
Group	Job Descriptions	Clerical	Retail	Machine Trades
#1:	More responsibility	A	B	C
#2:	Less responsibility	D	E	F

The strategy for the statistical analyses was to estimate models for the total sample (A+B+C+D+E+F), for each job description (A+B+C; D+E+F), and for each occupation (A+D; B+E; C+F).

3.2 Results

The models were estimated with multiple regression analysis with the employability rating of an applicant being dependent on the applicant's characteristics, on characteristics of the firm and job, and on the characteristics of the individual doing the rating. Complete results of the regression analyses are provided in appendix A. The coefficients on each variable represent

the marginal contribution of that variable to an applicant's employability. For example, in table A.1 in appendix A, the coefficient on having a relevant high school major is 4.97. That is interpreted as meaning that an individual with a high school major/program that is relevant to the job is rated, on average, almost five points more employable than an otherwise identical individual who did not have a relevant major.

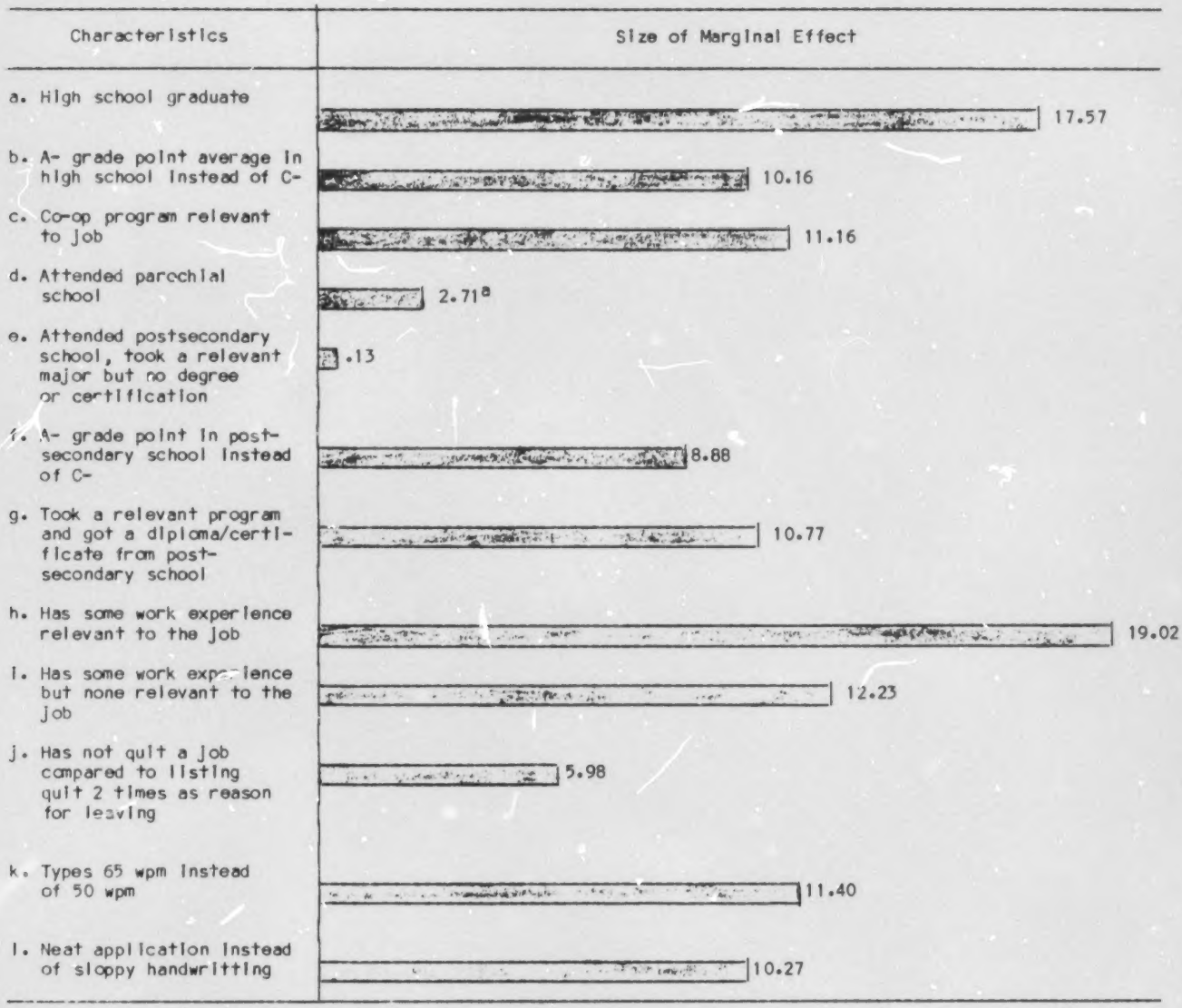
Applicant Characteristics

The marginal importance of various attributes on employability when using the full sample for the analysis is depicted in figure 1. In terms of the relative magnitudes of the effects of these attribute, the following statements hold:

- Having a high school diploma is the single most important explanatory variable (however the combination of having some job experience, and having held a relevant job is slightly more important than being a high school graduate).
- Other things being equal, a high school dropout with at least one prior related job is rated as employable as a graduate with no work experience.
- Other things being equal, it takes a faster typing of 15 words per minute to offset a job competitor who has participated in a Cooperative Office Education program.
- Other things being equal, an individual with only a high school education who has a neat application is perceived as employable as an applicant who has completed a postsecondary program in a relevant program but has a sloppy application.

Employers consistently held favorable attitudes toward cooperative education programs. In the qualitative data, as discussed in a later section, numerous supportive comments were made. In the regression analyses, having participated in such a program had a positive and statistically significant influence on the hiring index. If the program was relevant to the job, the combined effect is about as powerful as having any job experience at all.

There are two key aspects about an individual's postsecondary school characteristics that affect employability ratings--the relevance of the course to the job and whether or not the applicant gets a degree or certificate of completion. For applicants who did not finish and are searching for a job outside the course of study they pursued, their employability will be ten points lower than if they had never attended the postsecondary school at all. If the applicant did not finish but did pursue a relevant course of study, or if the applicant finished a course of study but is pursuing a job outside that field, then there is a slight improvement in employability (.13 and .93 respectively). Finally, if the applicant did finish a relevant course of study, there is quite a large improvement in employability as shown in the figure.


Characteristics
Size of Marginal Effect
a. High school graduate
17.57
b. A- grade point average in high school instead of C-
10.16
c. Co-op program relevant to job
11.16
d. Attended parochial school
2.71[a]
e. Attended postsecondary school, took a relevant major but no degree or certification
.13
f. A- grade point in post-secondary school instead of C-
8.88
g. Took a relevant program and got a diploma/certificate from post-secondary school
10.77
h. Has some work experience relevant to the job
19.02
i. Has some work experience but none relevant to the job
12.23
j. Has not quit a job compared to listing quit 2 times as reason for leaving
5.98
k. Types 65 wpm instead of 50 wpm
11.40
l. Neat application instead of sloppy handwritting
10.27

[a] Not statistically significant

Figure 1. The magnitude of the marginal effects of various characteristics on employability

Recent research has been directed toward the question of whether working part-time during high school is beneficial to a youth or not. This study was only able to address the question tangentially, but the size of the marginal effects in h. and i. of figure 1 indicate clearly that for noncollege bound youth, it is extremely important to have had at least one part-time or summer job prior to seeking a first career-type job.

Firm/Job Characteristics

The characteristics of the firm also influence ratings of employability. For these variables, the interpretation of the coefficients relates to the hiring standards of the firms. The scale used for employability rating was related to the firm's experience with its work force, so that if all other things are equal and applicant "A" is rated lower by firm "X" than by firm "Y", it is because the former has higher standards.

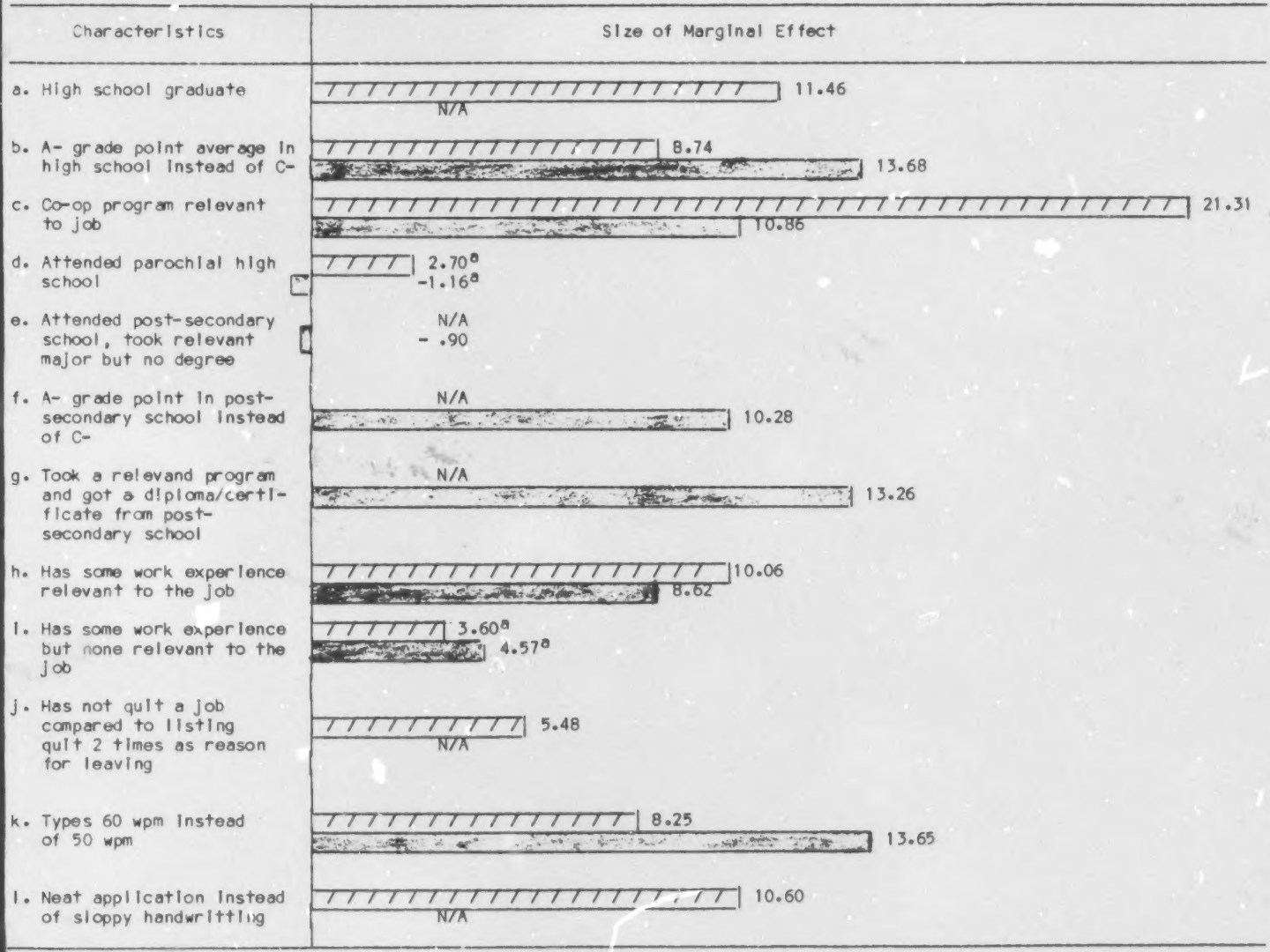
The primary findings from the statistical analysis are that the companies that have more stringent hiring standards are companies with formal probationary periods, companies that tend to use reference checks, companies for which the training that is provided to new employees is mostly general as opposed to firm-specific, and companies that have higher starting wages. These findings are to be expected. The existence of a formal probationary period and the use of reference checks indicate that an employer has established some cautionary procedures in personnel practices; thus more caution will be exhibited in hiring. The reason that companies who provide training in general skills also have tougher standards is that general training increases the likelihood of employees leaving the firm, since the skills they acquire are useful outside the firm. Finally, higher starting wages mean employers have a larger cost to bear if the worker leaves the company.

Characteristics of the Rater

Significant variability was found across the ratings of the individuals who rated the applicants. In particular, male, black, and older respondents tended to be more lenient (i.e., rate higher) than their counterparts. This result is of most interest to employers, who need to recognize the interviewer variance whenever multiple individuals screen applicants.

3.3 The Effect of the Job Description

As described earlier, two different job descriptions, which differed in their level of job responsibility, were given to the employers during the seminars. Other things equal, one would expect that employers would have higher standards for the job with more responsibility, and an examination of table A-1 (in appendix A) shows this to be the case. (The negative coefficient on a slope dummy for job description was statistically significant.) But there is also an interaction between the level of job responsibility and the marginal importance of applicant characteristics in explaining the



[a]Not statistically significant. KEY: Less Responsibility [////], More Responsibility [▓▓▓]

Figure 2. The magnitude of the marginal effects of various characteristecs on employability by job description

employability ratings. Figure 2 shows the marginal contributions to employability of the characteristics comprising figure 1; but the coefficients now come from models estimated separately for the two types of job responsibility. A number of the characteristics could not be interacted with job description because of the design of the study, and therefore, the results of that interaction cannot appear in figure 2. The applicant pool for the job with less responsibility was comprised of high school graduates or dropouts and included no postsecondary school attendees. Furthermore, the applications from job seekers in this pool were handwritten. The pool for the job with more responsibility was comprised of applicants with at least a high school diploma--no dropouts. All applications from job seekers in this pool were typed, so the neatness variable could not be included in the analysis.

Of the remaining characteristics, having participated in a cooperative education program (relevant to the job) is seen to have a large marginal contribution to employability for the lower level job description. High school grade point average has a larger marginal influence on employability for the higher-level job descriptions. There is a not a notable difference between the job descriptions for work experience, relevant to the job or not. Not surprisingly, the marginal contribution of typing speed is larger for the higher level job descripton; but this presumably reflects the fact that the job description requires more typing.

3.4 The Effect of Occupations

The final type of interaction examined in the analyses was how the ratings differed across the three occupations: clerical, retail, and machine trades. The magnitudes of the marginal effects are demonstrated in figure 3. The interesting results exhibited in that table are as follows:

- Having a high school diploma is a more important characteristic in terms of affecting employability for the clerical occupation than either retail or machine trades.
- The positive influence of a cooperative education program is particularly strong for the distributive education program for retail applicants.
- The only time that particular high schools became statistically significant is in the retail applicant employability model. When compared to attending a central city high school, attending a parochial or a suburban high school (the latter is not in figure 3) are highly positively correlated with employability.
- Attending postsecondary school is an important characteristic for clerical and machine trades applicant, but less so for retail applicants.
- The relevance of an applicant's work experience as opposed to simply having any work experience is relatively important for most machine trades applicants.
- Neatness is relatively most important for the clerical job.

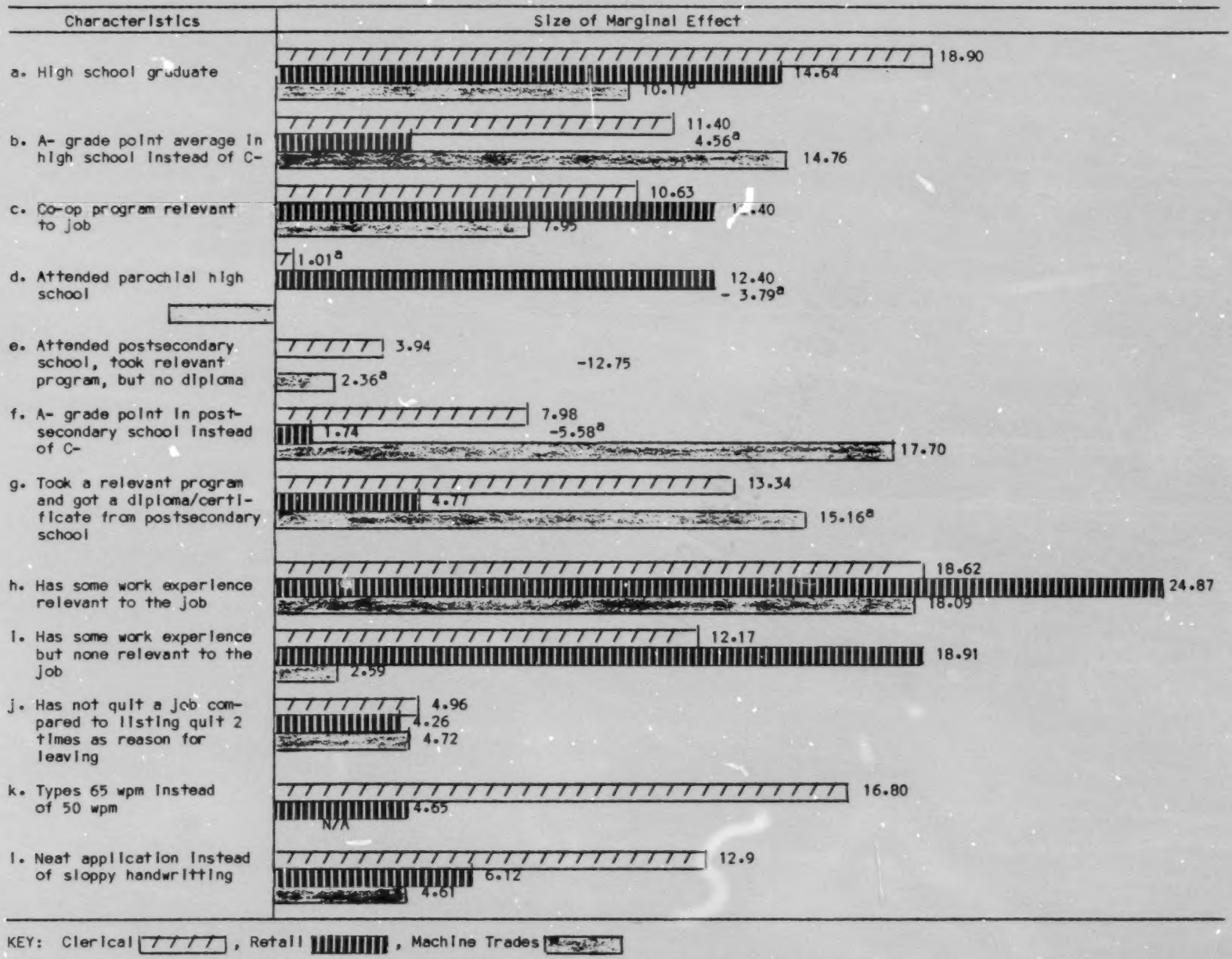


Figure 3. The magnitude of the marginal effects of various characteristecs on employability by job description

4. EFFECTS OF INTERVIEW BEHAVIOR ON EMPLOYABILITY RATINGS

4.1 Introduction

One of the seminar activities that employers undertook was to view videotaped interviews for entry-level jobs and to provide hiring priority indexes based on the interview. Two sets of videotapes were viewed. In the first set, which consisted of five different interviews, the job applicants had no gap in their employment record, but various aspects of interview behavior were systematically altered. The sequence of behaviors was as follows:

- No negative behavior
- Inappropriate appearance
- Inappropriate language
- Bad attitude
- Poor nonverbal behavior

In the second set of videotaped interviews, which consisted of two different interviews, the job applicant had been unemployed for six months. In the first of these interviews, the applicant indicated that they had used the time productively in training or relevant volunteer work, while for the second, the candidate had not used the time productively and had not even looked for a job. Aside from the difference in content, interview behavior was controlled across the two interviews.

The job description that was used for all of the interviews was the higher level of job responsibility description used in the application ratings. The interviewees in the videotaped segments were black--a female for the clerical job and a male for the retail and machine trades jobs. The employers were shown an application and were asked to review and "score" it. They were then shown the first videotaped interview (no gaps--no negative behavior) and were asked to choose a score (hiring priority index) based on the applicant's interview performance. In addition, questions about the interviewer's preparation for a job along several dimensions were answered. Then the employers were shown the second videotape (no gaps--inappropriate appearance) and asked for a score and to respond to the questions about job readiness. The procedure was repeated for all seven videotaped interviews.

It is important to note that an attempt was made to hold all aspects of behavior and content constant except the single behavioral change. For the interviews that incorporate "inappropriate appearance," the same script was used as in the "no negative behavior," and all the behavioral mannerisms were kept the same. However, the job candidates were dressed differently. In the clerical interview, the candidate wore a blouse that was unbuttoned at the neck and wore no jewelry; while in the other interviews she wore a suit and had on a necklace. In the retail interview, the candidate wore a shirt and pants as opposed to a suit. For the machine trades "inappropriate appearance" interview, the actor wore a suit. He wore a shirt and pants in all the other machine trades interview videotapes. In the "poor nonverbal behavior," the applicants' appearances and the scripts were the same as in the "no negative behavior" tapes, but the role players exhibited shyness, nervousness, and poor eye contact.

In the "inappropriate language" and "bad attitude" interviews, the applicants' appearances and behavior mannerisms were the same as in the "no negative behavior." The scripts were slightly altered to convey the same information, while adding slang terms, poor diction, and other poor grammar in the first case, and adding references to "the man" and negative comments about previous employers and teachers in the second case.*

In the second set of interviews, only the content of how the recent period of not working had been spent differed in the two segments. All other aspects were as identical as possible for the two interviews.

4.2 Results

The results from the interview ratings show that despite the fact that the individual's training, education, and work experience were invariant across the interviews, the interviewee's behavior/appearance significantly affected employer's responses to the question of how prepared for a job they felt the job candidates were with respect to education/training and work experience. The employers reacted quite strongly and negatively to the "inappropriate language," "bad attitude", and "poor nonverbal behavior" interviews. The hiring priority indices were, on average, half of that for the "no negative behavior" interview. The employers reacted negatively, but to a lesser extent to the "inappropriate appearance" interview, but were not consistent about their reasons why. It was as if they felt there was something negative about the candidate they were watching, but they could not identify it. In fact, the job readiness rating for appearance was higher for the "inappropriate appearance" interview than for the "no negative behavior" for a number of respondents (not only for machine trades where the inappropriateness was wearing a suit, but also for the other occupations).

A result of note was that the hiring index given the applicant after the first videotape of the interview was consistently higher than the index derived from a review of the application form. For the first set of interviews (no employment gap), the median score for the rating based on a review of the application was 100, whereas after the "no negative behavior" tape, the median rating was 115.

The effects of the different behaviors in the first set of interviews on the hiring index is shown in table 4. The second column of the table indicates the mean rating that employers gave the applicant based on the interview, while the column on the far right indicates what percent of the employers would hire the individual conditional on having a suitable opening.**

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*The precise scripts are provided in appendix B. While the behavioral changes in scripts and behavior are quite dramatic, a number of employers indicated that all of the taped segments were realistic, that is, the employers had seen similar real candidates.

**These percentages roughly validate the scale presented in the hiring priority index question. The index was standardized by defining a score of 50 to the "worst hired", 100 to the "average hire," and 150 to the "best hire." Accordingly, if respondents gave a score of 100 or greater, then the expectation is that (given a opening) they would offer a job to the individual.

TABLE 4

EFFECTS OF INTERVIEWEE BEHAVIOR ON EMPLOYABILITY RATINGS AND INTERVIEWER OPINIONS ABOUT JOB READINESS

Interview Characteristics	Mean Rating	Applicant Characteristics	Preparation for Job: Highly Prepared 5	4	Moderately Prepared 3	2	Not Prepared 1	Percentage That Would Hire
No gap--No negative behavior	119.71	Education/training	4	27	24	1		92.9
		Work experience	6	28	20	1		
		Appearance	15	27	11	1		
		Grammar	16	31	8	1		
		Attitude	19	31	6			
		Personality	19	29	7			
No gap--Inappropriate appearance	109.91	Education/training	6	26	23	1		86.8
		Work experience	7	31	16	1		
		Appearance	12	18	12	8	5	
		Grammar	16	19	20			
		Attitude	19	15	15			
		Personality	21	20	14			
No gap--Inappropriate language	73.09	Education/training	3	13	31	6	1	18.5
		Work experience	5	15	33	2	1	
		Appearance	15	26	12	1		
		Grammar			8	34	14	
		Attitude		5	17	23	9	
		Personality		4	29	19	2	
No gap--Bad attitude	54.31	Education/training	2	12	24	11	5	1.9
		Work experience	3	9	23	13	7	
		Appearance	13	24	14	4		
		Grammar		1	7	25	22	
		Attitude			3	17	36	
		Personality			12	28	14	
No gap--Poor nonverbal behavior	75.23	Education/training	2	16	28	6	2	38.9
		Work experience	4	18	26	5	1	
		Appearance	8	17	21	10	2	
		Grammar	7	14	25	7	3	
		Attitude	3	3	24	17	8	
		Personality	1	4	20	22	9	

TABLE 5

MEAN EMPLOYABILITY RATINGS AND HIRING PERCENTAGES, BY INTERVIEW AND OCCUPATION OF THE JOB

	Occupation: Clerical		Retail		Machine Trades	
Interview	Mean rating	Percent that would hire	Mean rating	Percent that would hire	Mean rating	Percent that would hire
No negative behavior	122.59	90.9	111.79	92.9	122.78	100.0
Inappropriate appearance	109.04	92.9	86.43	64.3	131.67	100.0
Inappropriate language	73.58	15.2	60.36	7.7	91.11	44.4
Bad attitude	54.91	0.0	49.64	0.0	59.44	11.1
Poor nonverbal behavior	80.06	40.6	55.91	15.4	81.88	75.0

Using both of these data, it can be observed that the "inappropriate language," "bad attitude," and "poor nonverbal behavior" videotapes dramatically reduced the applicant's chance of being offered a job. Compared to the benchmark "no negative behavior" interview, the mean rating dropped from 120 to 73, 54, and 75, respectively, and the percentage who would hire given a opening dropped from 93 percent to 19, 2 and 39 percent. The "inappropriate appearance" interview also seemed to have somewhat a negative effect on the employers. The mean rating dropped to 110, as compared to the "no negative behavior" mean of 120. The percent that would hire the job seeker given an opening was 87 percent, compared to 93 percent for the "no negative behavior" videotape.

The employers were asked to rate the interviewees for their job readiness with respect to six characteristics--education/training, work experience, appearance, grammar, attitude, and personality--after each viewing of the videotapes. The full frequencies of these ratings are shown in the middle columns of table 4. The scale that was used ranged from a rating of 5 (highly prepared) to 1 (not prepared). As seen in the table, the individual being interviewed was consistently rated somewhere between moderately and highly prepared for all characteristics in the "no negative behavior" tape. Visual inspection of the ratings' distributions indicate how they "shift to the right" for the other four videotape segments, where some negative behavior was introduced; this is particularly noticeable for the "inappropriate language" and "bad attitude" performances. The average job readiness rating for education/training was 2.91 after the "bad attitude" interview, while it was 3.61 after the "no negative behavior" interview. The average job readiness ratings for preparedness in terms of prior work experience was 2.78 after the "bad attitude" interview, while it was 3.71 after the "no negative behavior" interview.

The average rating for grammar of 1.69 in the "bad attitude" tape was lower than the average rating of 1.89 in the "inappropriate language" tape. Furthermore, the job applicant was rated as having a lower level of readiness in terms of personality in this interview segment then in the taped interview that was intended to exhibit personality deficiencies, that is, the "poor nonverbal behavior" interview (1.96 as compared to 2.39).

Theory suggests that there should be interaction effects between characteristics of the job and rater with the characteristics of an applicant. Thus it was necessary to look at the job readiness assessments and inclinations to hire separately for each occupation and across rater characteristics.

Table 5 presents the mean employability ratings and hiring percentages for the interviewees disaggregated across the three occupations. Each of the five rows in the table corresponds to a behavioral modification in the first set of five interviews.

Sample sizes become very thin in this table, but several notable results stand out. First of all, it is the case that the "bad attitude" interview is the lowest ranked interview and the ratings are remarkably consistent across the three occupations. For the clerical respondents, the percentage that would hire is 0.0 percent and the ratio of the mean rating for the "bad attitude" candidate to the mean rating for the "no negative behavior" tape is .45.

For retail trade, the percentage is also 0.0 percent and the ratio of the mean ratings is .44. Finally, for machine trades, the hiring percentage is 11.1 percent (1 out of 9) and the ratio of the mean ratings is .48.

The "inappropriate appearance" and "poor nonverbal behavior" candidates were particularly penalized by the retail employers. For the former interview, the mean rating dropped from 111.8 to 86.4 and the percentage that would hire decreased from 93 percent to 64 percent for retail employers. As seen in the table, the "Inappropriate appearance" interview did not so adversely affect either clerical or machine trades employers. In the case of the machine trades interview, it should be recalled that "inappropriate appearance" was staged with the candidate wearing a three-piece suit, and in fact, this increased the employers' assessments of the candidate. For the "poor nonverbal behavior" candidate, the ratings for the job applicant for retail employers dropped almost as low as the "bad attitude" candidate (55.91 compared to 49.64). Significant decreases in ratings also occurred in the clerical and machine trades cases, but the decreases were not nearly as dramatic.

The effect of the "inappropriate language" interview was similar for clerical and retail employers. The ratio of the mean ratings for "inappro-appropriate language" to "no negative behavior" were .60 for clerical job candidates and .54 for interviewees for the retail position. The hiring percentage dropped from 91 to 15 percent and 93 to 8 percent for clerical and retail candidates, respectively. But this interview had less of an adverse effect on machine trades employers. The ratio of mean ratings for "inappropriate language" to "no negative behavior" was .74 and the hiring percentage dropped from 100 to 44 percent.

These results imply that appearance and nonverbal behavior are relatively more important signals for retail employers than for individuals hiring machine trades or clerical applicants; language is a key signal for clerical and retail employers as compared to machine trades employers; and that bad attitudes (as manifested by the actors in the videotaped interview) affected the employers in an extremely negative way that was quantitively similar across occupations.

In addition to the information on the effects of the behavior exhibited by the persons being interviewed, the ratings of the videotapes were intended to provide observations about how employers react to information learned in an interview that is not shown specifically on the application form. In the sessions, we chose to obtain this data using alternative explanations for a recent six-month period of nonwork.

Table 6 shows the effects on an applicant's employability ratings of a "good" or "poor" explanation about the unemployment. The first set of data provide the statistics from the "no negative behavior" in table 4 for comparison purposes. The mean hiring index for that videotape is 120 as compared to 118 for the first tape from the second set of interviews—"6-month gap--'good' explanation." For the latter, 95 percent of the respondents indicated that they would hire the individual if a suitable opening were available, as compared to 93 percent for the "no gap--no negative behavior" candidate. In terms of job preparation, surprisingly the employers similarly felt that the individual with the employment gap, but with a "good" explanation, was a slightly better risk.

TABLE 6

EFFECTS OF "GOOD" OR "POOR" EXPLANATIONS ABOUT AN EMPLOYMENT GAP ON EMPLOYABILITY RATINGS AND INTERVIEWER OPINIONS ABOUT JOB READINESS

Interview	Mean Rating	Applicant Characteristics	Preparation for Job: Highly Prepared 5	4	Moderately Prepared 3	2	Not Prepared 1	Percentage That Would Hire
No gap-No negative behavior	119.71	Education/training	4	27	24	1		92.9
		Work experience	6	28	29	1		
		Appearance	15	27	11	1		
		Grammar	16	31	8	1		
		Attitude	19	31	6			
		Personality	19	29	7			
6-month gap-"Good" explanation	118.16	Education/training	8	23	24			94.5
		Work experience	8	25	21	1	1	
		Appearance	21	24	8			
		Grammar	19	31	6			
		Attitude	25	23	8			
		Personality	22	24	8			
6-month gap-"Poor" explanation	87.13	Education/training	9	19	23	1	1	35.2
		Work experience	7	26	22	1		
		Appearance	19	27	9			
		Grammar	18	21	16			
		Attitude	3	6	18	20	9	
		Personality	13	20	15	6	2	

Having a "poor" explanation reduced significantly the desirability of the job candidate. As compared to a "good" explanation, the mean rating dropped from 118 to 87 and the percentage who would hire decreased from 95 percent to 35 percent. The "poor" explanation affected the employers' opinions about job readiness for all six attributes, but the most drastic effects were demonstrated in attitude and personality. The mean rating for job readiness in terms of attitude dropped from 4.30 for the "good" explanation to 2.54 for the "poor" explanation.

In the final analysis, assessments of job applicants based on an interview are far more subjective than those based on an application form. The interpersonality dynamics of the interview situation can greatly affect either party in the interview. Furthermore, the criteria that are used to evaluate the job seeker—personality and attitude, for instance—are highly subjective in themselves. Adding to the uncertainty or subjectivity is the fact that it is harder to control the context for presenting the experimental stimuli on videotape than on paper. Thus, our attribution of the experimental outcome to "personality" or "bad attitude" or "inappropriate language" should be taken as suggestive rather than confirmatory. Nevertheless, the videotaped simulations did provide interesting suggestive conclusions about employers' behavior after (viewing) personal contact with the applicant.

5. SUMMARY OF QUALITATIVE DATA

Part of the data collection effort that took place in the employer seminars involved a semistructured discussion period in which employers shared their experiences and opinions about hiring youth and schooling. The major conclusions that can be derived from these discussions periods are as follows:

- The data confirm strongly the results from the quantitative data analysis. Variables such as work experience, reputation of school, participation in a COE program, number of quits, appearance, and gaps in employment histories were mentioned several times as important signals of employability.
- Employers, with only a few exceptions, were generally enthusiastic about cooperative education programs.
- Except for co-op programs, employers were generally dissatisfied with the school experiences of applicants. They perceived a declining quality of instruction; a lack of basic educational skills; and an inattentiveness to the attitudes and skills necessary for the world of work.

Several qualifications to the qualitative data merit attention. First of all, the data that were collected were very much a function of the dynamics of the group attending the seminar. Some employers were more open than others. Some tended to speak out, while others did not engage in the discussion willingly. Some employers tended to monopolize the discussion and offer personal anecdotes. The leaders of the seminars attempted to minimize their own intervention, but occasionally tended to lead the respondents, as well.

Another caveat to consider is whether the opinions of the employers that participated in the discussions have general applicability. In other words, the selectivity of the employer sample may limit the relevance of the verbal data obtained. Another sample of fifty-six employers might have very different observations to offer.

Despite these qualifications, this sample of employers who attended the seminars may be assumed to be a reasonably valid reflection of all employers of young people. In the first place, the frankness displayed by the participating employers lent credibility to their statements. Secondly, the employers' discussions of their own, first-hand experiences in hiring and employing youth appeared to correspond and be consistent with the results of the statistical analysis.

In the following sections, comments about applicant characteristics, schools, interview behavior, and other subjects are related.

5.1 Applicant Characteristics

One of the few issues about which employers were unanimous was the importance of work experience in determining employability. They were quite explicit about the fact that they would choose someone with work experience over someone with just classroom training. Some of their typical comments follow:

> A person who comes to us with a diploma and part-time work has a better chance than a person with a diploma but no work experience.

> Well, experience is a very good teacher and if I had to choose between someone who had two years experience as a machinist operator and someone who just graduated from CTI or another technical institute, I'd take the person with the experience, because the atmosphere is different. There is really no substitute for that experience.

One of the employers encouraged applicants to note even baby-sitting jobs or part-time jobs:

> I stress attendance when we recruit in high school. We did at one time go to the high schools and check on them. We no longer do that because the Board of Education no longer supplies us with that information. But I do stress attendance in school. And then I ask them to jot down any babysitting jobs, or any part-time jobs that they have had which would be an indication that they've been responsible.

As noted in the analysis reported earlier, work experience is definitely perceived in a positive fashion, but too many jobs or a lot of "quits" detract from the applicant. One employer noted:

> Now some of these quit, quit, quit--some of these, I don't think I would pick out an applicant that quit that many times. There's got to be a problem there. I don't think I would want to spend my time on somebody that quits all the time. So that has a very negative impact.

In the few instances in which it was discussed, employers were willing to consider hiring dropouts, particularly if their aptitudes were high or they had relevant work experience:

> We prefer, of course, a high school diploma, but work experience has certain advantages over the completion of education.

5.2 Comments about Schools

In the analysis of the quantitative data, it was noted that particular schools had consistent (although not strong) effects on employability ratings. Comments by the employers substantiated this observation.

> I don't think the school, as such, initially influences our decisions. I think from past practices you sort of count on getting a better percentage of applicants from given institutions as opposed opposed to others. Usually we're open in the beginning. Then the history evolves as to where you can expect to have the best success.

Employers generally felt that schools did not interact well, if at all, with the business community. As discussed below, they felt that schools were not preparing students for work in an adequate fashion, and felt that part of the problem was a lack of interaction. A sampling of their comments follows here:

> I think counseling should be more attuned to the needs of the business world.
>
> It seems that schools don't know where the best entry-level jobs are for their people to get experience.
>
> I haven't seen enough employer contribution to their actual curriculum or equipment purchasing. You see very limited advisory committees, maybe someone who's been on an advisory committee for some years continues to serve--rarely do they meet during the school year as such. Some of the programs have been good. [With] others, I just do not think they get enough input.

The majority of the employers that were familiar with the co-op programs were enthusiastic about them. They perceived the value of the program to be the work experience that it provides students. Some of their comments are included below:

> I think the COE is an excellent program. It gives them exposure to those kind of things.
>
> We have very rarely found someone right out of high school, although we have had some co-op education students come in and work and after graduation have continued to work, which was ideal because we know something about them and they know something about us. So we have gotten some real good people that way. But those people are coming in with some experience, the experience they got in that co-op program.

We have used co-op students in the accounting-clerical area. The director of accounting has developed a relationship with the school, so the school understands what kinds of jobs we have to offer. So we get good referrals. If we were to run an ad in the paper, we have the screening process to go through and everything else that goes along with it.

I think the whole process of the co-op program with the teacher coming in and having us doing an evaluation of the student and things of this sort [is good]. These are just pluses for the student.

I find that many of the young people coming out of the COE programs are well prepared. First of all, because part of the COE training is to have a job. So they demonstrated their ability. They have had the responsibility of holding a job, so they are truly better trained than someone else coming out of high school. A good, bright student with good typing skills and with good grammar skills and so forth could probably learn the same type of job also. But, I think if it would come down between the two, I would probably choose the one with prior training because they would know business procedures and so forth.

Not all of the employers were favorably disposed to the co-op programs as the following comments indicate:

Most of the career centers and other high school programs (COE, DE, etc.) that I've seen--their equipment is very outdated, their procedures may not relate properly to the banking industry, where we're a little more numbers oriented.

I have had seen some of the COE programs. They were not training some of their people to do ten-key by touch, which is a requirement for our type of firm.

Employers also had reservations about occupational work experience programs. At one session, the following exchange took place:

Question: Do any of you use kids from the occupational work experience programs?
Answer 1: Yes, we have used distributive education people, and we have had some success with that.
Answer 2: We did take on a couple of girls at the front desk and it really did not work out too well for us. We found they were somewhat flighty . . . and had problems staying professional.
Answer 3: I used one in the kitchen as a utility person. It worked okay at the beginning, but then he wasn't really suited for the job. To him it was just a class grade so he ended up quitting. I think the common business person has a problem dealing with a sixteen- or seventeen-year-old who hasn't really matured. It's not necessarily their (the youth's) fault, it's just that they are immature for that type of job.
Answer 4: We've had good experiences with that type of situation. We've found two of our best employees.

Employers expressed disappointment and dismay about the basic educational skills of the youth they encountered. A sampling of their comments reflects these sentiments:

> It answered a lot of questions I had that I couldn't understand. I hired a girl and checked out her references, yet she couldn't alphabetize.
>
> I [used to] feel the schools were producing students who could add, subtract, multiply, divide, but I can't take that for granted anymore. Today I just try to find someone who is trainable, someone with good common sense. When it comes to ten to fifteen years ago, the expectation was that when somebody had a high school diploma, I can expect certain things from them. It's just not true today.
>
> As I got into the material, I thought graduation with distinction had to do with the grade point average (when I was in school it was the National Honor Society). When I looked through this, I realized that the graduation with distinction requirements today is what everybody had to achieve fifteen to twenty years ago, even to get a diploma. That kind of blew me away. That may clarify a lot of things going on in the marketplace and the hiring process.

There seemed to be a lot of dissatisfaction also with the lack of preparedness that youth bring to the world of work--a lack for which employers held the schools partly responsible. There were some general comments about schools not being attuned to the business community and some specific suggestions about how a better interface could be achieved. Some of the general comments in this area were these:

> He [a nineteen year old boy] has to realize that with opportunity comes responsibility. That is the result of upbringing. Your schools don't teach that. The only way they're going to learn it is to get out there and work.
>
> With a lot of these kids, I don't think anyone has really sat down with them and told them what it's going to be like out there; what the jobs are like; what kind of questions you will be asked. I don't know what counseling goes on in high school anymore, but someone has to let them know what's going on out in the real world and what the kids should be doing to appeal to the market.

Two of the specific suggestions that employers made were as follows:

> I think a lot of it's resistance on the part of traditional faculty to even address a lot of the technology 'cause they don't understand it themselves. A problem I've also seen is that when they do get the budget to buy some equipment, they go out and get something that is not applicable to use in the work force in this area. They'll go out and get word processing equipment that no one uses. It's not Wang or something very popular.

No, don't teach them programming; teach them retrieval and input of information. That's what they will use on the job. They will not be programmers. So there's limited understanding by the teaching staff of what's applicable and what's not; what equipment that they should be trained on and looking for and purchasing.

5.3 Comments about Interviews

Another subject area that was discussed was interview behavior and how employers reacted to an applicant's appearance and to the content of the interview. Time and time again, employers emphasized the importance of having a good attitude, not just for interviews but also for job performance. We have categorized the comments about interviews into subcategories of interview behavior, importance of attitude, and appearance.

When asked about what mistakes are commonly made by interviewees, employers responded as follows:

Question: What are the kinds of things that a person does that indicate a poor interview?
Employer: The one that bothers me the most is if the person says that they want to start their own business. I would automatically not hire them . . . I feel very strongly about that.

Question: Does anyone have any comments they want to talk about pertaining to mistakes students make in interviews that would be best to avoid? Or other experiences?
Answer 1: Especially if they develop a rapport with the interviewer, they will go into their personal situations that interviewers don't really want to know anyway. And they kind of forget why they are there and that is to provide the interviewer with as much information as possible about their education and work experience, so the interviewer can make a decision.
Answer 2: We (as interviewers) tend to watch for [negative] comments an applicant might say about former employers and teachers, because if they will say things about them, they will also say them about us or our company to other people.

When asked about how the employers evaluate interviews, the importance of a good attitude and good communication skills were clearly paramount:

It seems in my experience with interviewing that the things I see first are: first appearance, communication skills, attitude, and manners. That's first. Then, once all that's out of the way, can they type?

It's finding the one with that attitude and personal [manner], not personality, but attitude, appearance, manners and communications skills and desire to work, and not wanting to advance immediately or, you know, be cool. I could go into a high school and give advice, those would be first.

Mentioned over and over again, one of the desired characteristics which employees look for is a good attitude. This notion was reinforced in the following comments by employers:

Well, the thing that we look at the most as far as being negative is attitude. We're pretty specialized. We want people to come to us because they really want to work for our store. They want to have something to do with our product. See, there are a lot of people who have the attitude that 'I don't like the job, I just need the money.' And we get a lot of those people.

I think what happens in those instances is that you may have two applicants with equal education and work experience, but one of them excels more in the degree of self-confidence, and that one will be hired.

For a young person coming in looking for a job, one has got to have a good attitude. I'd put that almost at the top of my list, right beside, of course, his skill or his potential to learn a job. If he comes in here with a bad attitude, I'd reject him, even if he had a high skill level. Because we just don't want the hassle.

An applicant's appearance and dress was definitely considered by employers in formulating their employability decisions, but all in all, employers indicated that these were not significant factors, for the most part. Their comments on this score were:

Though, if I had two people who interviewed very, very equally, and this one came in with the jacket and it was just between those two, I might have a tendency to think that that person that had worn the jacket signified professionalism and interest in advancement and understanding what the business profession is looking for . . . if that became the tie-breaker.

You dress conservatively, have command of the English language, and a good attitude and you will have a better chance than normal. I've seen too many come in with these psychodelic colors (is that the proper term?) the brighter and louder it is, the better it is, and that's exactly the opposite.

5.4 Other Subjects of Interest

Most of the focus of the seminars was on the hiring process, but data were also collected on factors that indicate good or poor job performance. Some of the employers' comments were as follows:

> Question: When you have someone whom you consider to be an outstanding employee, what are the qualities that that person has that typically others would not?
> Answer 1: I think one of the things is that they always seem to be asking for more to do. And others just sit there and look at you.
> Answer 2: I think another one is that they display a certain amount of enthusiasm and a positiveness about themselves and about their job and the company . . . . Because that rubs on to the rest of the employees, just as a bad attitude would rub off.

> Question: What are some of the things that have caused someone to be fired?
> Answer: Having to repeat how to do a job over and over. That means their minds are someplace else. It's good to become part of the team.

> There are a lot of people who are just satisfied with the status quo. That's all right. There's nothing wrong with that, but yet we'd like to have people who are innovative, if at all possible and who want to make it a career, but they got to have these attributes, they got to have the attitude and be willing to take responsibility.

Lastly, some employers noted the effect of the business cycle and, in particular, how the tightness of the labor market influence their behavior:

> To be perfectly honest about it, I don't like to hire in today's marketplace. I'd rather have the problem of finding a qualified person than having the problem of an overabundance of qualified people and finding a qualified person that wants to do the job. When people are unemployed, they will agree to anything. They may be 100 percent qualified, but after the honeymoon of the job wears off and they don't like what they are doing, the error rate goes up and productivity goes down. You have problems. So I don't like to hire nowadays.

> A year ago I would have been much more tolerant than I am today because of the greater number of choices that we have to choose from. Today, we would not have to deal with that, because there would be someone who was interested in a job and who would be more likely to stay on the job. I know my attitude has changed considerably. And so today, I'm much tougher than I was before. Because you have to be. You have to be.

6. CONCLUSIONS AND POLICY RECOMMENDATIONS

The primary purpose of this study was to assign to various attributes of youthful job applicants the relative importance of each attribute in the hiring decisions of employers. As such, the major focus of the conclusions and recommendations emanating from the study was targeted to youth and/or guidance or youth counselors. However, in the course of analyzing the quantitative and qualitative data, several findings relevant to employers and school administrators emerged. This chapter presents conclusions and recommendations categorized by the three target audiences--youth, employers, and school administrators.

Several cautionary notes need to be sounded concerning the recommendations from this study. First of all, it should be recognized that because the data were collected from Columbus employers, they may have limited applicability to other areas of the country. In particular, Columbus has a strong distributive education program in its schools. Second, the study used a simulation methodology. The applications were generated by a computer algorithm and the interviews were completely staged. Therefore, results are only valid to the extent that the respondents behaved in a "real world" fashion.

6.1 Conclusions and Recommendations for Youthful Job Applicants and Youth/Guidance Counselors

Earlier in the paper, the labor market was characterised as a lottery, where employers "buy" tickets and take their chances on particular applicants. These tickets are not identical, however, since employers have learned that certain characteristics are more likely to be associated with a winner, i.e. a productive worker, than others. From the perspective of an individual applicant, the question is how to induce an employer to buy the applicant's ticket.

A useful analogy is to think of the employability development and job search process as one of scoring points. The acquisition of certain skills or knowledge is rewarded by a certain number of points. Attending certain schools is similarly rewarded by a number of points. Part-time work experience earns points, and so forth. When screening applicants for a job, employers offer an interview to the applicants they perceive as having the most points.

But each activity undertaken to earn employability points requires time and resources. And those resources could be spent in other employability development activities (or in leisure). Economists refer to these costs as opportunity costs. A youth could hold a part-time job, which means less time devoted to academic achievement or extracurricular activities. The young person could decide to go on to a vocational program in a junior or community college after graduating from high school or to enter directly the labor market at that time without further schooling. The implications of these sorts of decisions on employability need to be considered.

The results of the study provide guidance. First of all, the study indicates that there are important characteristics of the job search process which allow the youthful applicant to earn a lot of points at very low cost. Neatness on the application form (and in cover letters) is one of the most important variables that employers use in screening applications for interviews before more careful consideration. Secondly, if applicants feel that their resumes are weak on job experience, they should list baby-sitting or yard-work experience to demonstrate some past job responsibility.

Interview behavior is crucial in the job search process. Analysis of the interview data and discussions with employers indicate how easy it is to lose the employability points that have been painstakingly earned by not being punctual, by inappropriate attire, or by using inappropriate grammar in an interview. Signals of a bad attitude are negative comments about a previous employer or teacher or being overly ambitious--expecting rapid promotion or to own your own business.

Presenting a neat, full resume and exhibiting appropriate behavior at an interview can be accomplished with only minimal effort in time and resources. Other aspects of employability development are acquired over a longer time period and require consideration of expensive choices. The statistical analyses show that, other things being equal, the following statements hold true about employers' rating of employability:

• In applying for a clerical job, having a faster typing speed of 10 words per minute significantly <u>improves</u> employability. It:	$\simeq$*	• The difference between a C- and an A- in high school grade point average <u>or</u> • The difference between having work experience or having none
• For any of the three jobs, reporting that two prior jobs ended because of quit, layoff, or firing <u>reduces</u> employability. It:	$\simeq$	• The difference between an B- and a C- in high school <u>or</u> • The difference between participating in a co-op education program or not participating
• For retail or clerical occupations, participating in a co-op distributive or office education program, respectively, significantly improves employability. It	$\simeq$	• The difference between a typing speed of 50 and 60 words per minute <u>or</u> • The difference between a C- and an A- in high school

* Read "approximately equals."

Similar kinds of statements can be made about variables that were examined in the analysis.

6.2 Conclusions and Recommendations for Employers

In formulating their recruitment and hiring strategies, firms must make resource allocation decisions and be concerned about the profitability of their actions. Large firms and firms that have been in existence for a long time have made numerous hires and their decision making has withstood the test of the marketplace. In fact, an underlying assumption beneath this study is that employers' hiring decisions are consistent enough that we can generalize to a larger population from the behavior of a small number who were observed. It is thus somewhat presumptuous to issue recommendations to employers. Nevertheless, the study did produce some results that may be of use to some employers. Four such conclusions are as follows:

- To the extent that we were able to control other variables, the personal characteristics of the application reviewer influenced significantly the hiring priority index assigned to the applicant. Males, blacks, and older individuals tended to be more liberal in their evaluations of the black youths they were asked to assess.
- Almost unanimously, employers who had experience with cooperative education student were enthusiastic about the experience and if a hire ensued, were pleased with the outcome.
- The interviewers' assessments of an applicant's work experience and education are subjective. They can be altered by how the youth handles the interview.
- Despite protestations about the unreliability of and difficulty of getting reference checks, about 80 percent of employers reported making such checks. When one considers how little it costs to make a reference check and how expensive a hiring mismatch can be, it seems that reference checking is an efficient and recommended personnel policy procedure.

6.3 Conclusions and Recommendations for School Administrators and Policymakers

A subsidiary purpose of the study was to be a conduit between employers and schools, particularly in the area of employability development. It is important for schools to take employers' opinions into account, for the economic success and job security of the schools' students are going to depend on the degree to which they are able to fulfill employer expectations. As reported in the chapter presenting qualitative data, employers did have some positive suggestions. The comment that comes immediately to mind is that more emphasis should be put into teaching concepts as opposed to training on particular equipment. The comment was made in the context of data processing where it is suggested that the concepts of data organization and retrieval be taught rather than programming. Furthermore, employers felt that it might be feasible to get more employer involvement in the selection of training equipment.

Even though the employer seminars were held much in advance of the furor over schooling quality generated by the National Commission on Excellence in Education's report A Nation at Risk, the seminar participants made numerous comments about the low retention of or lack of basic skills of their job applicants. This suggests that employers should be strong advocates of any educational reforms that move toward improving basic skills.

The results highlighted how importanct is the presentation of an applicant's resume and how crucial to success is appropriate interview behavior. These factors suggest that job search techniques may be an appropriate curriculum item in schools. Finally, job experience and participation in cooperative education programs are important determinants of a youth's employability. Thus, schools thus should promote cooperative education programs. In fact, school administrators, particularly in central city school districts, should recognize that strong cooperative programs can offset any hiring disadvantages students may face simply on the basis of school reputation.

Finally, job experience and participation in cooperative education programs are important determinants of a youth's employability. Thus, schools should promote cooperative education programs. In fact, school administrators, particularly in central city school districts, should recognize that strong cooperative programs can offset any hiring disadvantages students may face simply on the basis of school reputation.

APPENDIX A

MULTIVARIATE REGRESSION ANALYSES OF EMPLOYER HIRING INDICES

TABLE A-1

PARAMETER ESTIMATES FOR A MODEL OF EMPLOYER HIRING INDICES, FULL SAMPLE

Variable	Estimate	Standard Error of Estimate
Intercept	- 1.85	9.30
APPLICANT CHARACTERISTICS		
High School Experience		
Attended Wehrle High School (Parochial)	2.71	1.68
Attended Upper Arlington High School (Suburban)	1.77	1.66
Grade point(4=A-, 3=B-, 2=C-)	5.08***	.86
Relevant major/program	4.97**	2.05
Cooperative education program participation	6.19***	2.22
Occupational work experience program	2.86	3.03
High school graduate	17.57***	2.64
Postsecondary Experience		
Attended Columbus Business School (private)	5.55**	2.48
Attended a postsecondary school	- 9.71**	3.78
Completed a postsecondary program	10.64***	3.23
Grade point (4=A-, 3=B-, 2=C-)[a]	4.44***	1.44
Relevant major/program	9.84***	2.41
Work Experience		
Held at least one job	12.23***	3.12
Number of prior jobs	- .30	.46
Number of months of prior work	- .01	.06
Held only public jobs	2.78	4.46
Held a relevant job	6.79***	1.68
Number of quits[b]	- 2.49***	.47
Gaps in employment record	- 2.35	1.80
Skills and Other Characteristics		
Typing speed (words/minute)[c]	.76***	.09
Eligible for TJTC	- .25	1.57
Referred by friends at firm	- .43	1.36
Number of spelling errors on application	- .01	.55
Application filled out in sloppy handwritting	10.27***	1.49
FIRM/JOB CHARACTERISTICS		
Firm Characteristics		
Firm has a formal probationary period	- 8.33	2.02
Difficulty of firing[d]	1.11	1.87
Percentage of new hires for which reference checks are performed	- .05**	.02
Typical number of interviews to fill an opening	.18***	.06
Size of firm (number of full-time employees)	.02	.45

TABLE A-1--Continued

Variable	Estimate	Standard Error of Estimate
Job Characteristics		
Hours of training given to typical new employee	.014**	.008
Firm provides mostly general training[e]	- 5.86***	1.95
Typical starting wage (in dollars)	- 3.31***	.66
Cost of most expensive machine which new employee works on[f]	2.33**	1.13
Clerical applicant	- .32	2.83
Retail applicant	- 2.90	2.75
Higher level of responsibility in job description	- 4.57**	1.97
RATER CHARACTERISTICS		
Male	11.77***	1.58
Black	16.93***	2.47
Staff member of personnel department	6.48**	1.98
Has or shares hiring authority	- 3.57*	2.07
College graduate	.67	1.51
Age (in years)	.02	.09
Age greater than 45	2.91	2.75
OTHER		
Seminar leader	11.94***	2.20
Sequence number	.08	.14
R^2	.3833	
n	1911	
Mean of dependent variable	78.95	

[a] Set to mean for nonattendees.
[b] Possible reasons were "quit," "was laid off," "left for better job," "was temporary job," "went back to school," or "left to look for full-time job."
[c] Set to mean for machine trades applicants.
[d] Variable = 1 if employer reports "a great deal" or "some" documentation or paperwork required to discharge one employee; 0-otherwise.
[e] Variable = 1 if "all--95-100%" or "most--61-94%" of skills learned by new employees are useful outside the company; 0-otherwise.
[f] Categorical variable from small to large.

* Significant at < .10.
** Significant at < .05.
*** Significant at < .01.

TABLE A-2

PARAMETER ESTIMATES FOR A MODEL OF EMPLOYER HIRING INDICES, BY JOB DESCRIPTION TYPE

Variable	Job Description #1 (Less Responsibility)		Job Description #2 (More Responsibility)	
	Estimate	Standard Error	Estimate	Standard Error
Intercept	14.01	15.30	16.63	12.78
APPLICANT CHARACTERISTICS				
High School Experience				
Attended Wehrle High School (Parochial)	2.70	2.41	- 1.16	2.91
Attended Upper Arlington High School (Suburban)	1.63	2.34	- .00	2.60
Grade point	4.37**	1.15	6.84***	1.55
Relevant major/program	12.41***	4.75	7.15**	2.83
Cooperative education program participation	8.90*	4.93	3.71	3.53
Occupational work experience program	14.21**	6.24	2.77	4.23
High school graduate	11.46***	3.32	--	--
Postsecondary Experience				
Attended Columbus Business School (private)	--	--	7.44**	3.05
Attended a postsecondary school	--	--	-15.79***	4.47
Completed a postsecondary program	--	--	14.17***	3.77
Grade point[a]	--	--	5.14***	1.68
Relevant major/program	--	--	14.89***	2.81
Work Experience				
Held at least one job	3.60	6.90	4.57	7.00
Number of prior jobs	- .49	.46	2.60	1.81
Months of prior work	- .13	.22	- .05	.08
Held only public jobs	5.71	6.65	- .42	6.42
Held a relevant job	6.46***	1.97	4.05	3.27
Number of quits[b]	- 2.74***	.46	--	--
Gaps in employment record	- 4.78	3.02	2.94	4.26
Skills and Other Characteristics				
Typing speed (words/minute)[c]	.55***	.14	.91***	.14
Eligible for TJTC	1.23	2.09	- 1.45	2.35
Referred by friends	- .67	1.95	- .41	2.29
Number of spelling errors	.09	.54	--	--
Sloppy application	-10.60***	2.07	--	--
FIRM/JOB CHARACTERISTICS				
Firm Characteristics				
Firm has formal probationary period	-11.37***	2.80	- 6.93**	2.99
Difficulty of firing[d]	1.26	2.63	1.78	2.75
Percentage of new hires for which reference checks are made	.00	.03	- .10***	.03
Typical number of interview/ openings	- .01	.08	.40***	.08
Size of firm	2.85***	.62	- 2.60***	.68

TABLE A-2--Continued

Variable	Job Description #1 (Less Responsibility)		Job Description #2 (More Responsibility)	
	Estimate	Standard Error	Estimate	Standard Error
Job Characteristics				
Hours of training	.03***	.01	- .01	.01
Firm provided mostly general training[e]	4.37*	2.65	-15.92***	2.96
Typical starting wage	- .92	.89	- 5.52***	.99
Cost of most expensive machine[f]	1.37	1.89	2.93*	1.67
Clerical applicant	- 4.76	4.03	4.30	4.16
Retail applicant	- 4.71	4.10	2.51	4.10
RATER CHARACTERISTICS				
Male	15.85***	2.15	8.79***	2.37
Black	9.37***	3.41	22.31***	3.68
Staff member of personnel	- 8.16***	2.71	22.11***	2.99
Has/shares hiring authority	- 5.42*	2.80	- 2.62	3.14
College graduate	3.97*	2.05	- 2.26	2.27
Age (in years)	.05	.12	- .07	.13
Age 45 or older	- 6.93*	3.83	13.25***	4.09
OTHER				
Seminar leader	5.11*	3.00	18.59***	3.32
Sequence number	- .08	.20	.23	.21
R^2	.4151		.3546	
n	867		878	
Mean of dependent variable	67.09		87.50	

[a] Set to mean for nonattendees.
[b] Possible reasons were "quit," "was laid off," "left for better job," "was temporary job," "went back to school," or "left to look for full-time job."
[c] Set to mean for machine trades applicants.
[d] Variable = 1 if employer reports "a great deal" or "some" documentation or paperwork required to discharge an employee; 0-otherwise.
[e] Variable = 1 if "all--95-100%" or "most--61-94%" of skills learned by new employees are useful outside the company; 0-otherwise .
[f] Categorical variable from small to large.

* significant at < .10
** significant at < .05
*** significant at < .01

TABLE A-3

PARAMETER ESTIMATES FOR A MODEL OF EMPLOYER HIRING INDICES, BY OCCUPATION

Variable	Occupation					
	Clerical		Retail		Machine Trades	
	Estimate	Standard Error	Estimate	Standard Error	Estimate	Standard Error
Intercept	22.43*	12.25	25.29	15.56	23.05*	12.97
APPLICANT CHARACTERISTICS						
High School Experience						
Attended Wehrle High School (Parochial)	1.01	2.06	12.40***	3.67	- 3.79	6.85
Attended Upper Arlington High School (Suburban)	- 1.31	2.08	7.82*	4.19	- 1.71	5.83
Grade point	5.70***	1.08	2.28	2.12	7.38**	3.12
Relevant major/program	3.82	3.02	1.10	6.04	9.01*	5.34
Cooperative education program participation	6.81**	2.99	11.30**	5.16	- 1.06	7.86
Occupational work experience program	4.37	3.87	.57	6.57	- 4.23	10.10
High school graduate	18.90***	3.39	10.17	6.36	14.64*	8.67
Postsecondary Experience						
Attended Columbus Business School (Private)	3.69	3.10	13.49**	6.67	--	--
Attended a postsecondary school	- 7.88	5.37	-27.18***	8.71	2.36	8.65
Completed program	9.40*	4.92	17.52	6.86	12.80	8.74
Grade point[a]	3.99**	1.83	.87	3.53	8.85**	3.88
Relevant major/program	11.82***	3.16	14.43***	5.55	--	--
Work Experience						
Held at least one job	12.17***	3.94	18.91***	7.17	2.59	15.09
Number of prior jobs	- .96*	.58	- .80	1.15	- 1.25	1.43
Months of prior work	.03	.07	- .06	.12	.52	.79
Held only public jobs	4.33	5.66	9.82	10.34	- 1.06	11.90
Held a relevant job	6.45***	2.26	5.96	4.24	14.48***	5.50
Number of quits[b]	- 2.48***	.64	- 2.13**	1.01	- 2.36*	1.37
Gaps in employment record	- 1.66	2.21	- 6.92	4.30	4.21	10.56
Skills and Other Characteristics						
Typing Speed	1.12***	.10	.31	.22	--	--
Number of Machines	--	--	--	--	.01	.06
Eligible for TJTC	.55	1.99	- 2.89	3.75	3.03	4.61
Referred by friends	.21	1.67	- 4.04	3.14	1.26	5.93
Number of spelling errors	- .07	.71	- 1.51	1.26	.30	1.67
Sloppy application	-12.99***	2.41	- 6.12	4.92	- 4.61	7.33

TABLE A-3--Continued

Variable	Occupation: Clerical Estimate	Clerical Standard Error	Retail Estimate	Retail Standard Error	Machine Trades Estimate	Machine Trades Standard Error
FIRM/JOB CHARACTERISTICS						
Firm Characteristics						
Formal probationary period	15.14***	3.65	--	--	--	--
Difficulty of firing[c]	-12.65***	2.74	--	--	--	--
Percentage reference checks	- .19***	.03	--	--	--	--
Typical number of interviews/opening	.96***	.18	--	--	--	--
Size of firm	- 2.65***	.66	--	--	--	--
Job Characteristics						
Hours of training	- .00	.01	--	--	--	--
Firms providing general training[d]	-23.79***	3.46	--	--	--	--
Typical starting wage	- 3.69***	1.13	--	--	--	--
Higher level of responsibility	- 6.65***	2.53	4.56	4.67	- 5.03	6.27
RATER CHARACTERISTICS						
Male	1.50	2.21	--	--	--	--
Black	22.57***	2.73	--	--	--	--
Staff member of personnel	5.98**	2.45				
Has/shares hiring authority	- .64	2.59	--	--	--	--
College graduate	11.51***	2.27	--	--	--	--
Age (in years)	.01	.12	--	--	--	--
Age over 45	-20.87***	3.75	--	--	--	--
OTHER						
Seminar leader	10.50**	4.34	--	--	--	--
Sequence number	.09	.18	--	--	--	--
R^2	.4701		.2637		.3617	
n	1122		487		302	
$\bar{Y}$	81.71		71.22		81.13	

[a] Set to mean for nonattendees.
[b] Possible reasons were "quit," "was laid off," "left for better job," "was temporary job," "went back to school," or "left to look for full-time job."
[c] Set to mean for machine trades applicants.
[d] Variable = 1 if employer reports "a great deal" or "some" documentation or paperwork required to discharge one employee; 0-otherwise.

* significant at the .10 level
** significant at the .05 level
*** significant at the .01 level.

APPENDIX B

JOB APPLICATIONS AND CORRESPONDING SCRIPTS FOR VIDEOTAPE INTERVIEWS

APPLICANT # C *EDUCATIONAL RECORD** Clerical Application
No Work Gap

HIGH SCHOOL ATTENDED: Central MAJOR/PROGRAM: Business & Office
DATES ATTENDED: 1977-1980 GRADE AVERAGE: B DIPLOMA: [x] YES [ ] NO

WORK HISTORY

EMPLOYER: Small Retail Firm EMPLOYED FROM: June 1981
POSITION: Office Helper TO: June 1982
JOB DUTIES: Filed records, sorted, and delivered mail
REASON FOR LEAVING: Laid off

EMPLOYER: Small Manufacturing Firm EMPLOYED FROM: Dec. 1980
POSITION: Office Helper TO: June 1981
JOB DUTIES: Filed records, sorted, and delivered mail
REASON FOR LEAVING: Better job

EMPLOYER: Small Retail Firm EMPLOYED FROM: Sept. 1980
POSITION: Office Helper TO: Dec. 1980
JOB DUTIES: Filed records, sorted, and delivered mail
REASON FOR LEAVING: Better job

EMPLOYER: EMPLOYED FROM:
POSITION: TO:
JOB DUTIES:
REASON FOR LEAVING:

EMPLOYER: EMPLOYED FROM:
POSITION: TO:
JOB DUTIES:
REASON FOR LEAVING:

FRIENDS WORKING AT ORGANIZATION [ ] YES [x] NO
CURRENT EMPLOYMENT STATUS [ ] EMPLOYED [x] UNEMPLOYED

OVER FOR ADDITIONAL WORK HISTORY

FOR OFFICE USE: 1. TESTED TYPING SPEED: 55
2. ELIGIBLE FOR TJTC: [ ] YES [x] NO

HIRING PRIORITY INDEX
0 . . 50 . . 100 . . 150 . . 200
Worst Hired | Average Hire | Best Hired

YOUR SCORE FOR APPLICANT

VIEDOTAPE INTERVIEW SCRIPT
NO RECENT GAP IN WORK RECORD (CLERICAL)

(Used in "no inappropriate behavior," "inappropriate appearance," and "poor nonverbal behavior")

INTERVIEWER: We have covered your educational background, now I would like to take a look at your work experience. I have your employment record here on the applicatior., but I would like for you to talk a little about the jobs you have had and the work you have done.

INTERVIEWEE: I have had some varied work experiences. After completing high school, I enrolled in a community college secretarial course. Because of money problems and not getting what I wanted from my classes, I left school and went to work as a receptionist/file clerk. After about three months of that, I had an opportunity to move to another company to work in a secretarial pool doing mostly straight typing. I enjoyed working in the typing pool and worked there for about six months. The company went to word processing and I felt very uncomfortable working with all that new equipment. I realize now that word processing can improve my work and I would welcome an opportunity to learn it. At that time one of the executives in the company decided to go out on her own and asked me to go as her secretary. I moved to that job and have been in it for about one year. Now my boss finds she can not make it on her own and is going with a large company. That leaves me looking for a job. I feel all of my experiences have given me good preparation for a secretarial position. I hope you will have a spot for me in this company.

INTERVIEWER: What are your plans for the future?

INTERVIEWEE: I would like to get enough experience and training to become an executive secretary. For now, I just want to become a very good secretary.

INTERVIEWER: Thank you.

VIEDOTAPE INTERVIEW SCRIPT
NO RECENT GAP IN WORK RECORD (CLERICAL)
(Used in "inappropriate language")

INTERVIEWER: We have covered your educational background, now I would like to take a look at your work experience. I have your employment record here on the application, but I would like for you to talk a little about the jobs you have had and the work you have done.

INTERVIEWEE: Yeah, I done a lot of work. Uh, after high school, I went to college to this secretary course. But, um, I just couldn't afford it, so I had ta quit, and, uh, went to work as a receptionist/file clerk. It was all right. Then I got another job in a secretarial pool. Um, it was all right too, I s'pose, and I, uh, had a lot of straight typing. It was pretty nice. Then after a few months, the company went to word processing. I just couldn't dig that, you know. They had a lot of new equipment and stuff I just wasn't into. So, um, I quit there, and I found out that one of the bosses was going off to her own business, so she asked me if I wanted to come along as her own secretary, and I said, oh yeah, why not? So, um, I went with her, and stayed about a year. And she couldn't afford to stay in business for herself, you know, so she had to go back to the large company. So that left me without a job.

INTERVIEWER: What are your plans for the future?

INTERVIEWEE: I would like to get enough experience and training to become an executive secretary. For now, I just want to become a very good secretary.

INTERVIEWER: Thank you.

VIEDOTAPE INTERVIEW SCRIPT
NO RECENT GAP IN WORK RECORD (CLERICAL)
(Used in "bad attitude")

INTERVIEWER: We have covered your educational background, now I would like to take a look at your work experience. I have your employment record here on the application, but I would like for you to talk a little about the jobs you have had and the work you have done.

INTERVIEWEE: After high school, my folks decided I better go to college. So I went and took a secretarial course, you know. I didn't know what else to take! But it cost too much and I just didn't like it, didn't like the school at all, so I just decided to go to work right away. And I was a receptionist/file clerk for awhile. Then I didn't like that job anyway. They fired me. So I went off to another company and worked in a secretarial pool. Now that was all right. I can dig that. Then they went to word processing, and I didn't know a thing about word processing, jack, so I said I just can't get into that. Then I found out that one of the bosses was booking her own gig and she asked me to come along as her secretary. So I said sure; what else was I going to do? So I went with her for about a year. And now, she's going back to work for the big company. She's going back to work for the man. She can't afford to stay on her own. So I'm unemployed.

INTERVIEWER: Like before.

INTERVIEWEE: I could get any job, but people just aren't hiring executive secretaries, so I guess I will just be a plain old secretary.

INTERVIEWER: Thank you.

APPLICANT # CG

EDUCATIONAL RECORD

Clerical Application
Work Gap

HIGH SCHOOL ATTENDED: Central MAJOR/PROGRAM: Business & Office

DATES ATTENDED: 1977-1980 GRADE AVERAGE: B DIPLOMA: [x] YES [ ] NO

WORK HISTORY

EMPLOYER: Small Retail Firm EMPLOYED FROM: June 1981

POSITION: Office Helper TO: Jan. 1982

JOB DUTIES: Filed records, sorted, and delivered mail

REASON FOR LEAVING: Laid off

EMPLOYER: Small Manufacturing Firm EMPLOYED FROM: Dec. 1980

POSITION: Office Helper TO: June 1981

JOB DUTIES: Filed records, sorted, and delivered mail

REASON FOR LEAVING: Better job

EMPLOYER: Small Retail Firm EMPLOYED FROM: Sept.1980

POSITION: Office Helper TO: Dec. 1980

JOB DUTIES: Filed records, sorted, and delivered mail

REASON FOR LEAVING: Better job

EMPLOYER: EMPLOYED FROM:

POSITION: TO:

JOB DUTIES:

REASON FOR LEAVING:

EMPLOYER: EMPLOYED FROM:

POSITION: TO:

JOB DUTIES:

REASON FOR LEAVING:

FRIENDS WORKING AT ORGANIZATION [ ] YES [x] NO

CURRENT EMPLOYMENT STATUS [ ] EMPLOYED [x] UNEMPLOYED

OVER FOR ADDITIONAL WORK HISTORY

FOR OFFICE USE: 1. TESTED TYPING SPEED: 55

2. ELIGIBLE FOR TJTC: [ ] YES [x] NO

HIRING PRIORITY INDEX

0 . . 50 . . 100 . . 150 . . 200

Worst Hired | Average Hire | Best Hired

YOUR SCORE FOR APPLICANT

60

VIEDOTAPE INTERVIEW SCRIPT
GAP IN WORK RECORD (CLERICAL)
("Good" and "poor" explanations)

INTERVIEWER: We have covered your educational background, now I would like to take a look at your work experience. I have your employment record here on the application, but I would like for you to talk a little about the jobs you have had and the work you have done.

INTERVIEWEE: I have some varied work experiences. After completing high school, I enrolled in a community college secretarial course. Because of money problems and not getting what I wanted from my classes, I left school and went to work as a receptionist/file clerk. After about three months of that, I had an opportunity to move to another company to work in a secretarial pool doing mostly straight typing. I enjoyed working in the typing pool and worked there for about six months. The company went to word processing and I felt very uncomfortable working with all that new equipment. I realize now that word processing can improve my work and I would welcome an opportunity to learn it. At that time, one of the executives in the company decided to go out on her own and asked me to go as her secretary. I moved to that job and was in it for about six months, when my boss found she could not make it on her own and went back to the large company. That left me looking for a job. I feel all these experiences have given me good preparation for a secretarial position. I hope you have a spot for me in this company.

INTERVIEWER: What part of your experience did you enjoy most and which least?

INTERVIEWEE: I think I like the private secretary work most and would have liked to continue if possible. What I liked least was working as a receptionist. I enjoy typing and making work look attractive.

INTERVIEWER: I noticed from your application that you have been out of work for the last six months. Would you please explain what you were doing during that time and period?

"GOOD" OR REASONABLE EXPLANATION:

INTERVIEWEE: Yes, I would be happy to explain. When my boss went with another company, I was out of work. In order to stretch my unemployment compensation, I moved back in with my family. I have searched for a job on a regular basis. I have mailed applications and had personal interviews but, as you know, jobs are scarce and I have not been successful in becoming employed. I called my high school typing teacher and she lets me come in every Thursday afternoon so I have been able to keep up my typing skills.

"POOR" OR LESS THAN DESIRABLE EXPLANATION:

INTERVIEWEE: Yes, I would be happy to explain. I had some unemployment compensation coming and have always wanted to see some other parts of the country. I went with some friends to Colorado and we stayed there during the ski season. I did a lot of skiing and made many new friends. Now my unemployment compensation has run out and I have to find a job.

INTERVIEWER: Thank you.

APPLICANT # R

*EDUCATIONAL RECORD**

Retail Application
No Work Gap

HIGH SCHOOL ATTENDED: Central MAJOR/PROGRAM: Distributive Education

DATES ATTENDED: 1977-198/ GRADE AVERAGE: B DIPLOMA: [x] YES [ ] NO

WORK HISTORY

EMPLOYER: Large Department Store EMPLOYED FROM: May 1982
POSITION: Sales Helper TO: June 1982
JOB DUTIES: Stocked shelves, showed products to customers, put prices on goods
REASON FOR LEAVING:

EMPLOYER: Small Department Store EMPLOYED FROM: May 1981
POSITION: Sales Helper TO: May 1982
JOB DUTIES: Stocked shelves, showed products to customers, put prices on goods
REASON FOR LEAVING: Laid off

EMPLOYER: Small Department Store EMPLOYED FROM: September 1980
POSITION: Sales Helper (part-time) TO: May 1981
JOB DUTIES: Stocked shelves, showed products to customers, put prices on goods
REASON FOR LEAVING: To full-time job

EMPLOYER: Large Department Store EMPLOYED FROM: September 1979
POSITION: Sales Helper (part-time) TO: May 1980
JOB DUTIES: Stocked shelves, showed products to customers, put prices on goods
REASON FOR LEAVING: Temporary job

EMPLOYER: EMPLOYED FROM:
POSITION: TO:
JOB DUTIES:
REASON FOR LEAVING:

FRIENDS WORKING AT ORGANIZATION [ ] YES [x] NO
CURRENT EMPLOYMENT STATUS [ ] EMPLOYED [x] UNEMPLOYED

(O) OVER FOR ADDITIONAL WORK HISTORY

FOR OFFICE USE: 1. TESTED TYPING SPEED: 55
2. ELIGIBLE FOR TJTC: [ ] YES [x] NO

HIRING PRIORITY INDEX
0 . . 50 . . 100 . . 150 . . 200
Worst Hired | Average Hire | Best Hired

YOUR SCORE FOR APPLICANT

VIDEOTAPE INTERVIEW SCRIPT
NO RECENT GAP IN WORK EXPERIENCE (RETAIL)

(Used in "no inappropriate behavior," "inappropriate appearance," and "poor nonverbal behavior")

INTERVIEWER: In considering you for a position in sales, it is important that we know about both your education and work experience. I think we have covered your schooling, but now I would like for you to tell me about your work experience.

INTERVIEWEE: Yes, as I mentioned earlier, I had some very worthwhile work experience while still in high school. As part of my distributive education program, I worked part-time my last two years in school and full-time in the summers.

I started as a stock person in our local supermarket. In this job I stamped prices on items and placed them on shelves. After about three months I was moved to the cashier-checker position. I greeted customers, entered prices into the cash register and made change. Sometimes I helped with sacking the groceries. I worked at this job the rest of my Junior year in school. During the summer I did grass cutting and other odd jobs I could get.

My senior year I was placed in a men's clothing shop. After learning the stock and company rules, I worked as a salesperson. I enjoyed this job very much and felt I learned a great deal. After graduation from high school, I continued to work in the clothing shop.

After about one year in this job, the shop where I worked went out of business. After job hunting for about two weeks, I went to work for a large department store. I have worked in several departments as a salesperson--children's clothing, appliances, and shoes. I feel that experience has been

very worthwhile and I have learned a lot about selling. I am applying with your company because I would like to get back into selling men's clothing. Do you have other questions?

INTERVIEWER: Yes, I would like to know what your plans are for the future.

INTERVIEWEE: Eventually, I would like to own my own shop but for now I would be happy with a sales position.

INTERVIEWER: Thank you.

VIDEOTAPE INTERVIEW SCRIPT
NO RECENT GAP IN WORK RECORD (RETAIL)
(Used in "inappropriate language")

INTERVIEWER: In considering you for a position in sales, it is important that we know about both your education and work experience. I think we have covered your schooling, but now I would like for you to tell me about your work experience.

INTERVIEWEE: Uh, yeah, um, as I mentioned before, I did a lotta good stuff while, you know, I was still in high school. As part of my distributive education program, I was able to work part-time during my junior and senior years and full-time during the summers. So, uh, I started working for, uh, this grocery store. Okay. And I was a stockperson. I did all the stockin' of shelves and stampin' the merchandise. And, uh, after about three months, I became a cashier-checker, see, and like I was able to deal with the customers one on one. You know like dat. You know, I ran a cash register and, uh, I bagged the groceries and stuff. I worked my whole junior year and then during the summer I worked at odd jobs--like cuttin' the grass and stuff like dat.

So, uh, went on to my senior year. I was placed in a men's clothing store. So, like, after learning the stock and company rules—that ain't no problem--like, I worked as a salesperson. And I really liked that job, you know. And after graduation, I continued to work in this store. After about a year, the company went under. See?

So I was looking for a job for about two weeks when I hooked up with a large department store. I worked in several departments such as kids' clothes, appliances, and shoes and stuff like dat. And, uh, they let me go after a decline in business. So I am applying for a job at your company.

INTERVIEWER: Yes, I would like to know what your plans are for the future.

INTERVIEWEE: Eventually, I would like to own my own shop but for now I would be happy with a sales position.

INTERVIEWER: Thank you.

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VIDEOTAPE INTERVIEW SCRIPT
NO RECENT GAP IN WORK RECORD (RETAIL)
(Used in "bad attitude")

INTERVIEWER: In considering you for a position in sales, it is important that we know about both your education and work experience. I think we have covered your schooling, but now I would like for you to tell me about your work experience.

INTERVIEWEE: Well, as I told you before, while I was in high school, I had the opportunity to do a lot of good stuff. As part of my distributive education program, I worked part-time my last two years in school and full-time in the summer. So, my first job my junior year was that of a stockperson in a grocery store--a really lowly job, but you know, it was starting off. So I worked there stamping merchandise and stocking the shelves. But three months later, I moved up. I moved up to a position of a cashier/checker. I greeted customers (you know, I have a lot of personality) and I went on to ring up the purchases and bag the groceries. I didn't like that too much, but, you know, it was part of the job. During the summer, I worked odd jobs, 'cause you know, hey, the job situation was kind of bad.

In my senior year, I was placed in a men's clothing store. You know, I was moving up. After learning the stock and company rules, I worked as a salesperson. And, you know, I really got into this job. But as time went on, the store was closed.

So there I was out on the street. Me. For two weeks, I was out looking for a job and then I went to work for a large department store. I worked in a lot of different departments, you know. I worked in childrens' clothing. I worked in the appliance department. I worked in the shoe department. It was

a real drag working in so many departments. After awhile, I couldn't care less about what I was selling. Then after a decline in business, they let me go. So here I am applying for a job with your company. Any questions?

INTERVIEWER: Yes, I would like to know what your plans are for the future.

INTERVIEWEE: Eventually, I would like to own my own shop but for now I would be happy with a sales position.

INTERVIEWER: Thank you.

APPLICANT # RG

EDUCATIONAL RECORD

Retail Application
Work Gap

HIGH SCHOOL ATTENDED: Central MAJOR/PROGRAM: Distributive Education

DATES ATTENDED: 1977-1980 GRADE AVERAGE: B DIPLOMA: [x] YES [ ] NO

WORK HISTORY

EMPLOYER: Large Department Store EMPLOYED FROM: October 1981
POSITION: Sales Helper TO: January 1982
JOB DUTIES: Stocked shelves, showed products to customres, put prices on goods
REASON FOR LEAVING: Laid off

EMPLOYER: Small Department Store EMPLOYED FROM: May 1981
POSITION: Sales Helper TO: October 1981
JOB DUTIES: Stocked shelves, showed products to customers, put prices on goods
REASON FOR LEAVING: Laid off

EMPLOYER: Small Department Store EMPLOYED FROM: September 1980
POSITION: Sales Helper (part-time) TO: May 1981
JOB DUTIES: Stocked shelves, showed products to customers, put prices on goods
REASON FOR LEAVING: To full-time job

EMPLOYER: Large Department Store EMPLOYED FROM: September 1979
POSITION: Sales Helper (part-time) TO: May 1980
JOB DUTIES: Stocked shelves, showed products to customers, put prices on goods
REASON FOR LEAVING: Temporary job

EMPLOYER: EMPLOYED FROM:
POSITION: TO:
JOB DUTIES:
REASON FOR LEAVING:

FRIENDS WORKING AT ORGANIZATION [ ] YES [x] NO
CURRENT EMPLOYMENT STATUS [ ] EMPLOYED [x] UNEMPLOYED

OVER FOR ADDITIONAL WORK HISTORY

FOR OFFICE USE: 1. TESTED TYPING SPEED: 55
2. ELIGIBLE FOR TJTC: [ ] YES [x] NO

HIRING PRIORITY INDEX
0 . . 50 . . 100 . . 150 . . 200
Worst Hired | Average Hire | Best Hired

YOUR SCORE FOR APPLICANT

70

VIDEOTAPE INTERVIEW SCRIPT
GAP IN WORK RECORD (RETAIL)
("Good" and "poor" explanations)

INTERVIEWER: In considering you for a position in sales, it is important that we know about both your education and work experience. I think we have covered your schooling, but now I would like for you to tell me about your work experience.

INTERVIEWEE: Yes, as I mentioned earlier, I had some very worthwhile work experience while still in high school. As part of my distributive education program, I worked part-time my last two years in school and full-time in the summers.

I started as a stockperson in our local supermarket. In this job I stamped prices on items and placed them on shelves. After about three months I was moved to the cashier-checker position. I greeted customers, entered prices into the cash register and made change. Sometimes I helped with sacking the groceries. I worked at this job the rest of my junior year in school. During the summer I cut grass and other odd jobs I could get.

My senior year I was placed in a men's clothing shop. After learning the stock and company rules, I worked as a salesperson. I enjoyed this job very much and felt I learned a great deal. After graduation from high school, I continued to work in the clothing shop.

After about four months working full-time in this job, the shop where I worked went out of business. After job hunting for about two weeks, I went to work for a large department store. I worked in several departments as a salesperson--children's clothing, appliances, and shoes. I feel that experience was very worthwhile and I learned a lot about selling. Business declined

in the department store and since I had been there only a short time, I was let go. I am applying with your company because I would like to get back into selling men's clothing. Do you have other questions?

INTERVIEWER: Yes, If you don't mind, I would like to know more about those six months you have been out of work. What have you been doing during that period?

"GOOD" OR REASONABLE EXPLANATION:

INTERVIEWEE: Certainly, I am happy to explain that period of time. I had some unemployment compensation coming, so in order to stretch that, I moved back in with my family. I have been seeking employment on a regular basis through mailed applications and personal interviews; but, as you know, jobs are very scarce and I have not been successful in getting a job. I have worked as a volunteer salesperson in a Goodwill store in my spare time. This helped the store and allowed me to keep and improve my sales skills.

"POOR" OR LESS THAN DESIRABLE EXPLANATION:

INTERVIEWEE: Certainly, I am happy to explain that period of time. I had some unemployment compensation coming and have always wanted to see other parts of the country. I went with some friends to Colorado and we stayed there during the ski season. I did a lot of skiing and made many new friends. Now my unemployment compensation has run out and I have to find a job.

INTERVIEWER: Thank you.

Machine Trades Application--

APPLICANT # M **EDUCATIONAL RECORD** No Work Gap

HIGH SCHOOL ATTENDED: Central MAJOR/PROGRAM: Machine Shop

DATES ATTENDED: 1977-1980 GRADE AVERAGE: B DIPLOMA: [x] YES [ ] NO

WORK HISTORY

EMPLOYER: Small Manufacturing Firm EMPLOYED FROM: May 1980

POSITION: Machinest Helper TO: June 1982

JOB DUTIES: Place rough metal in machine, operate machine, make adjustments

REASON FOR LEAVING: Laid off

EMPLOYER: EMPLOYED FROM:

POSITION: TO:

JOB DUTIES:

REASON FOR LEAVING:

EMPLOYER: EMPLOYED FROM:

POSITION: TO:

JOB DUTIES:

REASON FOR LEAVING:

EMPLOYER: EMPLOYED FROM:

POSITION: TO:

JOB DUTIES:

REASON FOR LEAVING:

EMPLOYER: EMPLOYED FROM:

POSITION: TO:

JOB DUTIES:

REASON FOR LEAVING:

FRIENDS WORKING AT ORGANIZATION [ ] YES [x] NO

CURRENT EMPLOYMENT STATUS [ ] EMPLOYED [x] UNEMPLOYED

OVER FOR ADDITIONAL WORK HISTORY

OPERATE MACHINES:

FOR OFFICE USE: 1. ELIGIBLE FOR TJTC: [ ] YES [x] NO

HIRING PRIORITY INDEX	YOUR SCORE FOR APPLICANT
0 . . 50 . . 100 . . 150 . . 200 Worst Average Best	

VIDEOTAPE INTERVIEW SCRIPT
NO RECENT GAP IN WORK RECORD (MACHINE TRADES)

(Used in "no inappropriate behavior," inappropriate appearance," and "poor nonverbal behavior")

INTERVIEWER: One of the things this company is interested in is the work experience that you have had. I have that information here on your application, but I'd rather have you tell me about it. Start with when you left high school and bring me up to date on the jobs you have had and the work you have done.

INTERVIEWEE: Yes, that would be a period of about two years. When I completed high school I went immediately into a machine shop where I became a helper to an experienced machinist. This gave me an opportunity to practice the application of many things I had learned in my high school machine shop class. After about six months I was raised to machine tool operator, which is a semiskilled position and was earning at the beginning machine operator level. After an additional six months, the company paid my tuition and expenses to attend a night class in numerical control. I continued to work as a machine tool operator and received two raises as my skill and speed increased. The company at that time thought they would go to numerical control. I learned a lot in the class and was eager to get into that type work. About the time I completed training, orders fell off and the company decided not to go numerical control. I continued to work there for about six more months, but as business continued to drop several employees with less time on the job, including myself, were let go.

INTERVIEWER: So you have about two years experience working in a machine shop?

INTERVIEWEE: Yes, sir.

INTERVIEWER: What is your ambition for the future?

INTERVIEWEE: I would like to become an all around machinist as soon as possible and then I would like to go into business for myself.

INTERVIEWER: Thank you.

VIDEOTAPE INTERVIEW SCRIPT
NO RECENT GAP IN WORK RECORD (MACHINE TRADES)
(Used in "inappropriate language")

INTERVIEWER: One of the things this company is interested in is the work experience that you have had. I have that information here on your application, but I'd rather have you tell me about it. Start with when you left high school and bring me up to date on the jobs you have had and the work you have done.

INTERVIEWEE: Right, yeah, that would be about a period a time about two years. Uh, right after I got out of high school, I started working for this, uh, guy who owned this machine shop, all right? And this, you know, gave me a chance to use a lot of things I picked up in high school, you know, right on the job. So, I was working a period of about six months when I started working as a machine tool operator, and, you know, this was a semiskilled position and start paying me at the beginner level. So, I started doing pretty well for myself. Okay? About six months went by and, like, the company sent me to night school and, you know, to take numerical control. See? I continued to work at the machine shop for about another six months and picked up two raises as my speed and skill increased. See? So, like, I really like what I learn in my class, see, and I was really picking up on that numerical control stuff. So at that time, the company thought they were going to go with numerical control, but all of a sudden they decided to drop all of dat and start picking up on orders. 'Cause orders was dropping off, see, and they was doing real bad. So, I had no problem with that. So I continued to work with the company for another six months, but orders was still dropping off, so the company decided to cut a bunch of brothers loose, and I gots let go.

INTERVIEWER: So you have about two-years experience working in a machine shop?

INTERVIEWEE: Yeah, dat's right.

INTERVIEWER: What is your ambition for the future?

INTERVIEWEE: I would like to become an all around machinist as soon as possible and then I would like to go into business for myself.

INTERVIEWER: Thank you.

VIDEOTAPE INTERVIEW SCRIPT
NO RECENT GAP IN WORK RECORD (MACHINE TRADES)
(Used in "bad attitude")

INTERVIEWER: One of the things this company is interested in is the work experience that you have had. I have that information here on your application, but I'd rather have you tell me about it. Start with when you left high school and bring me up to date on the jobs you have had and the work you have done.

INTERVIEWEE: Okay, the old story. That would be a period of about two years. When I got out of high school, I went immediately into a machine shop, where I became a helper to an experienced machinist. Okay, this gave me an opportunity to practice the application of many things I had learned in my high school machine shop class—a lot of things that were kind of boring, but you got to work, right? After about six months, I was raised to machine tool operator and they were ripping me off by only paying me at the beginning level --a semiskilled position, they said. Okay? I was doing really good, but they don't want to give me any credit for anything. But still they decided out of the goodness of their hearts to send me to night school to learn numerical control. You see the comany at that time thought they would go to numerical control equipment. They sent me out because I wasn't making no money, anyway. But hey, I liked it. I really liked the numerical control. But as I continued to work there for another six months, the company decided to give me two raises. But I was the best worker there and I should have gotten more than that; but I only got two raises. Just as I completed my training, they dropped it. Right out of the blue, they decided not to go into numerical control because orders were dropping off. But, hey, it was because they didn't want me moving up so fast. I continued to work for another six months

and I was doing really well, when they brought up this jive about orders dropping off, again. And they let me go, their best worker.

INTERVIEWER: So you have about two-years experience working in a machine shop?

INTERVIEWEE: Yeah, dat's right.

INTERVIEWER: What is your ambition for the future?

INTERVIEWEE: I would like to get some scratch and hire some "bros" and go into business for myself.

INTERVIEWER: Thank you.

Machine Trades Application--
Work Gap

APPLICANT # MG

EDUCATIONAL RECORD

HIGH SCHOOL ATTENDED: Central MAJOR/PROGRAM: Machine Shop

DATES ATTENDED: 1977-1980 GRADE AVERAGE: B DIPLOMA: [X] YES [ ] NO

WORK HISTORY

EMPLOYER: Small Manufacturing Firm EMPLOYED FROM: May 1980

POSITION: Machinest Helper TO: Jan. 1982

JOB DUTIES: Place rough metal in machine, operate machine, make adjustments

REASON FOR LEAVING: Laid off

EMPLOYER: EMPLOYED FROM:

POSITION: TO:

JOB DUTIES:

REASON FOR LEAVING:

EMPLOYER: EMPLOYED FROM:

POSITION: TO:

JOB DUTIES:

REASON FOR LEAVING:

EMPLOYER: EMPLOYED FROM:

POSITION: TO:

JOB DUTIES:

REASON FOR LEAVING:

EMPLOYER: EMPLOYED FROM:

POSITION: TO:

JOB DUTIES:

REASON FOR LEAVING:

FRIENDS WORKING AT ORGANIZATION [ ] YES [X] NO

CURRENT EMPLOYMENT STATUS [ ] EMPLOYED [X] UNEMPLOYED

OVER FOR ADDITIONAL WORK HIST

OPERATE MACHINES:

ELIGIBLE FOR TJTC: [ ] YES [X] NO

HIRING PRIORITY INDEX
0 . . 50 . . 100 . . 150 . . 200
Worst Average Best
Hired Hired Hired

YOUR SCORE FOR APPLICANT

VIDEOTAPE INTERVIEW SCRIPT
GAP IN WORK RECORD (MACHINE TRADES)
("Good" and "poor" explanations)

INTERVIEWER: One of the things this company is interested in is the work experience that you have had. I have that information here on your application, but I'd rather have you tell me about it. Start with when you left high school and bring me up to date on the jobs you have had and the work you have done.

INTERVIEWEE: Yes, that would be a period of about two years. When I completed high school I went immediately into into a machine shop where I became a helper to an experienced machinist. This gave me an opportunity to practice the application of many things I had learned in my high school machine shop class. After about six months I was raised to machine tool operator, which is a semiskilled position and was earning at the beginning machine operator level. After an additional six months, the company paid my tuition and expenses to attend a night class in numerical control. I continued to work as a machine tool operator and received two raises as my skill and speed increased. The company at that time thought they would go to numerical control. I learned a lot in the class and was eager to get into that type work. About the time I completed training, orders fell off and the company decided not to go numerical control. As one of the newest employees, I was let go because of the drop in business.

INTERVIEWER: I notice from your application that you have a gap in your work record from the time you were let go to the present time. Would you, please, explain what you were doing during that time period?

"GOOD" OR REASONABLE EXPLANATION:

INTERVIEWEE: For the year and a half previous to losing my job, I had worked in the machine shop. Because of the sharp decline in orders, some of the people with less senority (including myself) were terminated. Since I had saved some money and had a fund accumulated in the company retirement fund and could draw unemployment compensation, I decided to make some badly needed repairs on a home we had just purchased. I was, of course, seeking employment at this time. I did save money by doing the work myself and now I have a much more comfortable home.

"POOR" OR LESS THAN DESIRABLE EXPLANATION:

INTERVIEWEE: For the year and a half previous to losing my job, I had worked in the machine shop. When I got laid off, I decided to draw my unemployment compensation. I took a bike trip into the north woods and did some fishing and hunting. I saw a lot of beautiful country. Now my unemployment compensation has run out and I have to go back to work.

INTERVIEWER: Thank you.